

DOCUMENT RESUME

ED 422 255

SO 029 163

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TITLE Teaching about Africa: A Continent of Complexities.
INSTITUTION Denver Univ., CO. Center for Teaching International Relations.
ISBN ISBN-0-943804-88-4
PUB DATE 1996-00-00
NOTE 178p.; Accompanying slides not available from EDRS.
AVAILABLE FROM Center for Teaching International Relations, University of Denver, Denver, CO 80208-0268 (\$25.95).
PUB TYPE Guides - Classroom - Teacher (052)
EDRS PRICE EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *African Culture; *African History; *African Studies; Culture; Developing Nations; Foreign Countries; Geography; Global Education; Multicultural Education; Non Western Civilization; Secondary Education; Social Studies; Sustainable Development
IDENTIFIERS *Africa

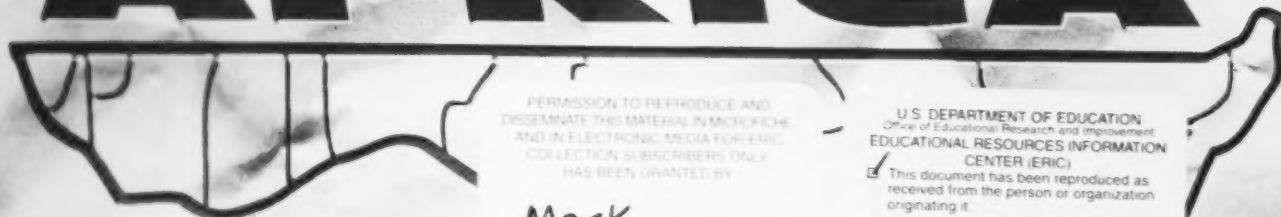
ABSTRACT

This book was designed with activities for students in grades 7-12. The activities increase student awareness about Africa and dispel misconceptions about Africa. Values and cultures in Africa, the role of Africa and Africans in the global system, human and geographic diversity, and current issues confronting Africa are topics addressed. Each section contains numerous activities. Section titles include: (1) "Introduction"; (2) "Mapping Africa"; (3) "Perception"; (4) "Tradition vs. Modernization"; and (5) "Role in Global Community." A concluding "Sources" section provides additional information for study. (EH)

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teaching about **AFRICA**



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A CONTINENT OF COMPLEXITIES

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WITH CAROL VOGLER



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Center for Teaching International Relations
University of Denver

Teaching About

Africa

A Continent of Complexities

by Ronald S. Byrnes and Peter W. Downing
with Carol Vogler

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Printed in the United States of America
ISBN 0-943804-88-4

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SECTION I. INTRODUCTION

INTRODUCTION

What comes to mind when contemplating the vast and diverse continent of Africa--a continent of over fifty independent nations, 10,000 miles from, and three and a half times the size of the United States? Is it rain forests teeming with life, barren deserts, or savannahs with huge but diminishing herds of exotic animals? Is it mud or straw homes with thatched roofs, or bustling, modern cities with traffic jams and skyscrapers? Is it any one of these? Is it all of these? Exactly what is Africa? The question should, perhaps, be more appropriately phrased for students as "how does one discover what Africa is?" The essential task for the educator is to initiate that process of discovery.

When independence for black African nations began in Ghana in 1957, the world encountered a new, powerful and growing force in the global system. At the same time, most social studies curricula continue to depict Africa as a fragile conglomerate of nations, generally indistinguishable from one another, embroiled in internal and external conflicts, and dependent upon the good will of the industrialized world for their survival. This activity book attempts to foster a more positive and more accurate understanding of what Africa is today and what it might be in the future. It is by no means comprehensive, but it is intended to arouse in students the desire to continue to discover Africa for themselves.

The following activities focus on several major aspects of Africa: stereotypes and misperceptions; culture and values; human and geographic diversity; the role of Africa and Africans in the global system; and current issues confronting Africa. The activities are student-centered and discovery-oriented and enable the students to actively participate in the learning process. These activities should help dispel negative stereotypes and misperceptions about the land and people of Africa and develop a heightened awareness of the diversity of African cultures and values. In addition, these activities should enable students to recognize the positive role Africa and Africans play in the world and to understand that Africans are not one lump sum of identical people living under similar conditions, but instead are diverse peoples confronted by problems confronting peoples throughout the world.

SECTION II. MAPPING AFRICA

AFRICA: CONTINENT OR COUNTRY?

Introduction	Students frequently think of Africa as a single country. Students need to learn that Africa is a huge continent of over fifty independent nations with all manner of governing structures, with several thousand distinct cultural groups with different languages and religions, and with diverse land forms. Very often, the materials dealing with Africa fail to differentiate Africa the continent from Africa the mosaic of a wide range of geographic and demographic variables. This activity is designed as a type of pretest to enable students to recognize that the continent of Africa consists of many independent countries that probably differ from one another in more ways than they resemble one another.
Objectives	Students will be able to: • Identify the individual nations which make up the continent of Africa. • Recognize the number and diversity of countries in Africa. • Produce a map identifying the location of the independent states of Africa.
Grade level	7-12
Time	One class period
Materials	Handout 1.1, "Blank Africa Map" Handout 1.2, "Countries of Africa" Handout 1.3, "Africa Political Map" Overhead projector/transparencies
Preparation	Make a transparency of Handout 1.1.
Procedure	1. Begin the activity by asking the students to name as many African countries as possible. Write their responses on the chalkboard. Depending upon the level of the class, responses should run between ten and twenty countries. Tell the students that there are currently fifty-four independent nations in Africa. 2. Provide each student with a copy of Handout 1.1, "Blank Africa Map" and Handout 1.2, "Countries of Africa." Organize the students into groups of four or five, and instruct them to identify as many of the countries on the blank map as they can. Allow the students approximately 10-15 minutes to complete their work. 3. Next, bring the small groups together and use the overhead projector to project the blank map of Africa onto the screen. Ask students to report on the countries they identified. Write the names on the transparency as students correctly identify the countries. 4. When students have labeled as many countries as possible, distribute a copy of Handout 1.3 to each student. Instruct students to keep this completed map in their notebooks for the duration of their study of Africa.

5. Conclude the activity by asking students the following questions:

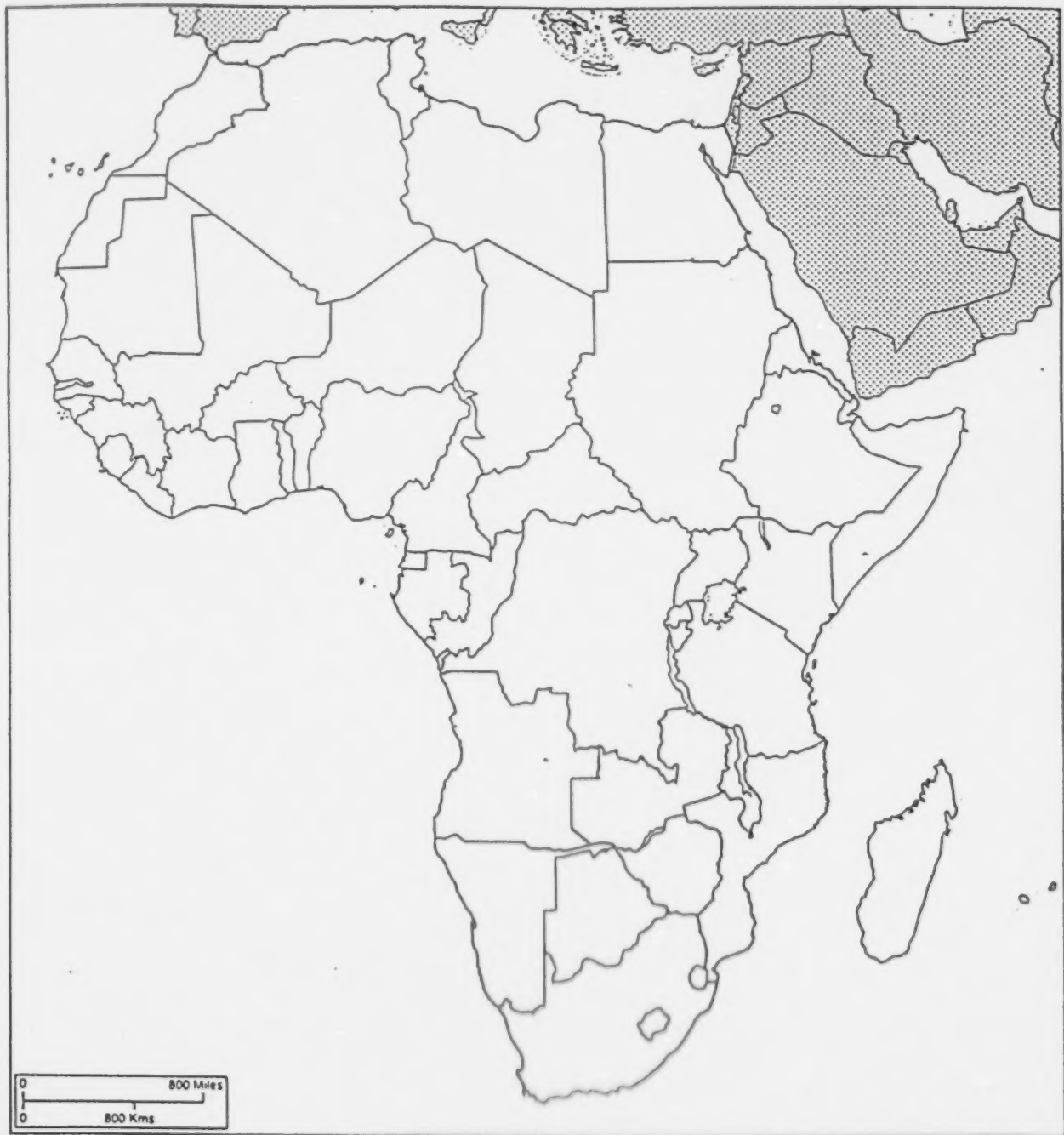
- Was it difficult to identify the countries? Why or why not?
- Which countries could you identify? Why were you able to identify these and not others?
- Were certain regions of Africa and their countries more readily identifiable? Which ones?
- Why do you think these regions were easier for you to identify?
- Could you identify all fifty states in the United States? Why or why not?

Extending the Activity

Have students retain this map for other geography-related activities. Students might also be asked to do basic research on the individual countries, including such items as: capital city, population, area, form of government, resources, etc.

NOTE: Handouts 1.1, 1.2, and 1.3 are used in several additional activities in this book, so care should be taken not to impair their condition for use in future activities.

BLANK AFRICA MAP

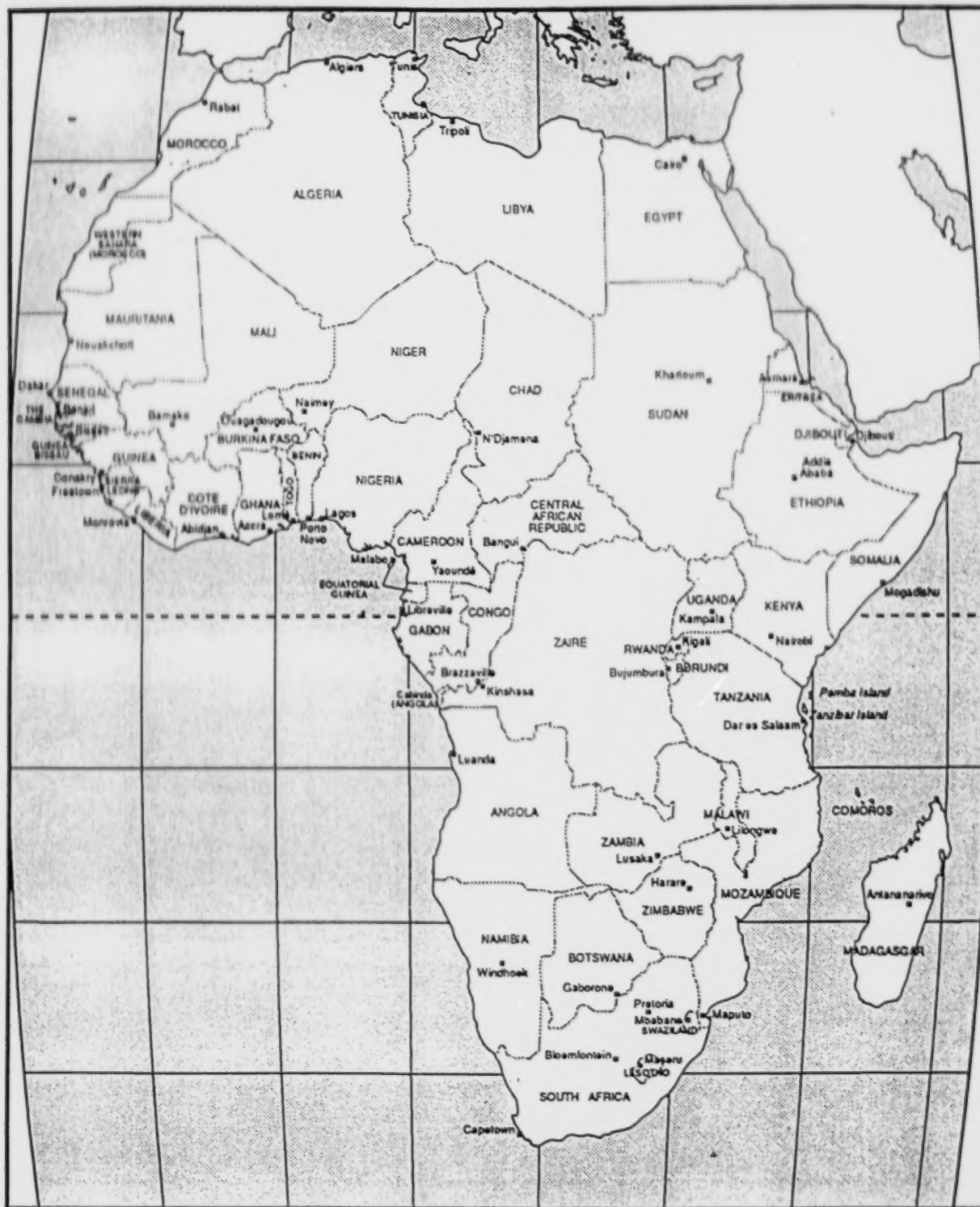


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COUNTRIES OF AFRICA

Algeria	Lesotho	Tunisia
Angola	Liberia	Uganda
Benin	Libya	W. Sahara
Botswana	Madagascar	Zaire
Burkina Faso	Malawi	Zambia
Burundi	Mali	Zimbabwe
Cameroon	Mauritania	
Cape Verde Islands	Mauritius	
Central African Republic	Morocco	
Chad	Mozambique	
Comoros	Namibia	
Congo	Niger	
Cote d'Ivoire	Nigeria	
Djibouti	Reunion	
Egypt	Rwanda	
Equatorial Guinea	Sao Tome & Principe	
Eritrea	Senegal	
Ethiopia	Seychelles	
Gabon	Somalia	
Gambia	Sudan	
Ghana	South Africa	
Guinea	Swaziland	
Guinea-Bissau	Tanzania	
Kenya	Togo	

AFRICA POLITICAL MAP



MY, WHAT A BIG CONTINENT YOU ARE

Introduction

Many students are unaware of Africa's overwhelming size. Africa is a huge continent, with an area of 11,700,000 square miles (20.2 percent of the Earth's surface). It consists of over fifty independent nations of varying size with a total population of over 720 million (1995 estimate), and an incredible diversity of geographic and cultural features. In this activity, students use maps of Africa, North America, and Europe to determine distances between various points and to compare the distances.

Objective

Students will be able to:

- Utilize a map to calculate distances between selected locations.
- Compare distances between cities in North America and Europe with distances between African cities.
- Compare the sizes of different countries and continents with the African continent.
- Reflect on the size of the African continent.

Grade Level

7-12

Time

One to two class periods

Materials

Handout 1.3, "Africa Political Map"
 Handout 2.1, "North America"
 Handout 2.2, "Europe"
 Handout 2.3, "Africa in Perspective"
 Index cards (optional)
 Maps of your state/country (if different from above maps)
 Set of Student Atlases or Textbooks containing the above maps.

Procedure

1. Distribute copies of the atlas or textbooks to each student, or, if using the handouts provided, distribute a copy of each map to the students.
2. Help students determine the scale of miles used with the maps and show students how to mark this scale on the edge of an index card or sheet of paper if using the atlas or textbook, or on the map if using Handouts 1.3, 2.1, and 2.2.
3. Have students measure the following distances on the maps:

North America & Europe

Seattle, WA - Washington, D.C.
 Copenhagen, Denmark - Athens, Greece
 San Francisco, CA - New York City, NY
 London, England - Munich, Germany
 New Orleans, LA - Portland, ME
 Anchorage, AK - Miami, FL
 Calgary, Alberta - Montreal, Quebec
 Vancouver, B.C. - Quebec, Quebec
 Length of the
 Mississippi River

Africa

Cape Town - Cairo
 Cape Town - Tunis
 Dakar - Djibouti
 Alexandria - Dakar
 Algiers - Durban
 Rabat - Mogadishu
 Luanda - Dar es Salaam
 Length of the
 Nile River

4. After comparing the distances from North America and Europe with those in Africa, ask:

- How does the distance from San Francisco to New York City compare with Dakar to Djibouti?
- From Vancouver to Quebec with Rabat to Mogadishu?
- How do the lengths of the Nile and the Mississippi compare?
- How do the sizes (from north to south and east to west) of North America and Europe compare with that of the continent of Africa?

5. Have students compare distances from city to city in their state/country to distances from city to city in a selected African nation.

6. Discuss with students the size of Africa.

- Which African country is the largest in land area? (Sudan)
- Compare its size with your home state/country.

7. Distribute a copy of Handout 2.3 to each student. Ask students to compare the size of the African continent to those countries on Handout 2.3. Have students cut out the countries on the handout and see how many of the countries will fit within the outline of Africa. Ask:

- Are you surprised at how large the African continent is compared to your country? Why?
- How many times would your country fit in Africa?

NORTH AMERICA



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EUROPE



AFRICA IN PERSPECTIVE





* ---- represents border disputes

MAP MAKER, MAP MAKER, MAKE ME A MAP

Introduction

One of the most effective ways to familiarize students with the geographic, cultural, and political boundaries of the African continent is for students to become map makers. In this activity students collaborate in several groups to create a series of overlapping maps that reflect the tremendous diversity of nations, geographic features, and language groups that together comprise the continent of Africa. The maps created in this activity can be used throughout the study of Africa.

Objectives

Students will be able to:

- Identify the political and linguistic boundaries of Africa.
- Discuss the significance of the major geographical zones as they relate to perceptions about Africa.
- Discuss the significance of Africa's major geographical features as they relate to human needs and lifestyles.
- Identify human lifestyles found in Africa's vastly different geographic zones.

Grade Level

7-12

Time

One to two class periods

Materials

Handout 3.1, "Africa's Vegetation and Environmental Zones" (transparency)
Handout 1.3, "Africa Political Map" (transparency)
Handout 3.2, "Language Groups of Africa" (transparency)
Two opaque or overhead projectors
Four large sheets of butcher or construction paper
Marking pens
Four large sheets of transparent plastic (same size as the butcher or construction paper) (optional)
Transparency pens (several colors)
Masking tape

Procedure

1. Begin the activity by dividing the class into two equal groups. Further divide each of the two large groups into two equal-sized smaller groups. The result will be four equal-sized, small groups.
2. Provide each large group with a transparency of Handout 1.3. Then provide one small group within each large group with a transparency of Handout 3.1, and one small group within each large group with a transparency of Handout 3.2. Further provide each large group with several large sheets of butcher paper, two large sheets of transparent plastic, and several markers. Then provide each large group with an overhead or opaque projector. Explain to the students that they will be producing a set of maps about Africa, and that they will be teaching other members of the group about their findings.
3. Have each large group arrange their projector so it shines on a large area of an empty wall. Beginning with Handout 1.3 and using the transparencies, have each small group shine Handout 1.3 on the wall and draw the political map of Africa on the large piece of

transparent plastic. Each large group should seek to ensure that the two individual maps being produced are the same size since the maps will be drawn over one another. Once this step is completed, there will be 4 large political maps of Africa on sheets of transparent plastic.

4. Next, instruct the students that one small group in each large group will be producing a map showing Africa's environmental zones and the other small group will be producing a map showing the diversity of language groups throughout the continent. One small group will project the transparency of Handout 3.1 on the wall and complete the map on butcher paper. When they have finished, the second small group will do the same with Handout 3.2. Inform each small group that their finished maps should be the same size as the political map already completed.

5. When all the four small groups have completed their respective maps, ask each group to verify that the plastic political maps fit over the environmental or language map.

6. Next, ask each small group inform to the other small group in its large group about its findings and any conclusions they have drawn. Allow a few minutes and then ask the second small group to report its findings.

7. Bring the class together as a whole, and hold a class discussion, asking:

- What surprised you most (and least) about the geography of Africa? Why were you surprised? What were your expectations?
- What geographic zone occupies the greatest part of the continent? Where is that area located on the map?
- How many countries are there on the political map? How many did you expect to discover? Why did you expect that number?
- Do the borders of the geographic zones coincide with the political boundaries? Would you expect them to coincide? Why or why not?
- How do the language group boundaries coincide with national borders? Are some groups split so that they inhabit more than one country? What problems might this create, if any?
- What comments could you make about the lands shown as being cultivated? How do you suppose people in the noncultivated areas obtain their food?
- How would you expect people in each of the three major zones--desert, savannah, and forest--to live? What sort of homes would they have? How would they obtain their food? Their water?
- Which of the three areas would you prefer to live in, knowing what you now know? Why did you choose the one you did?

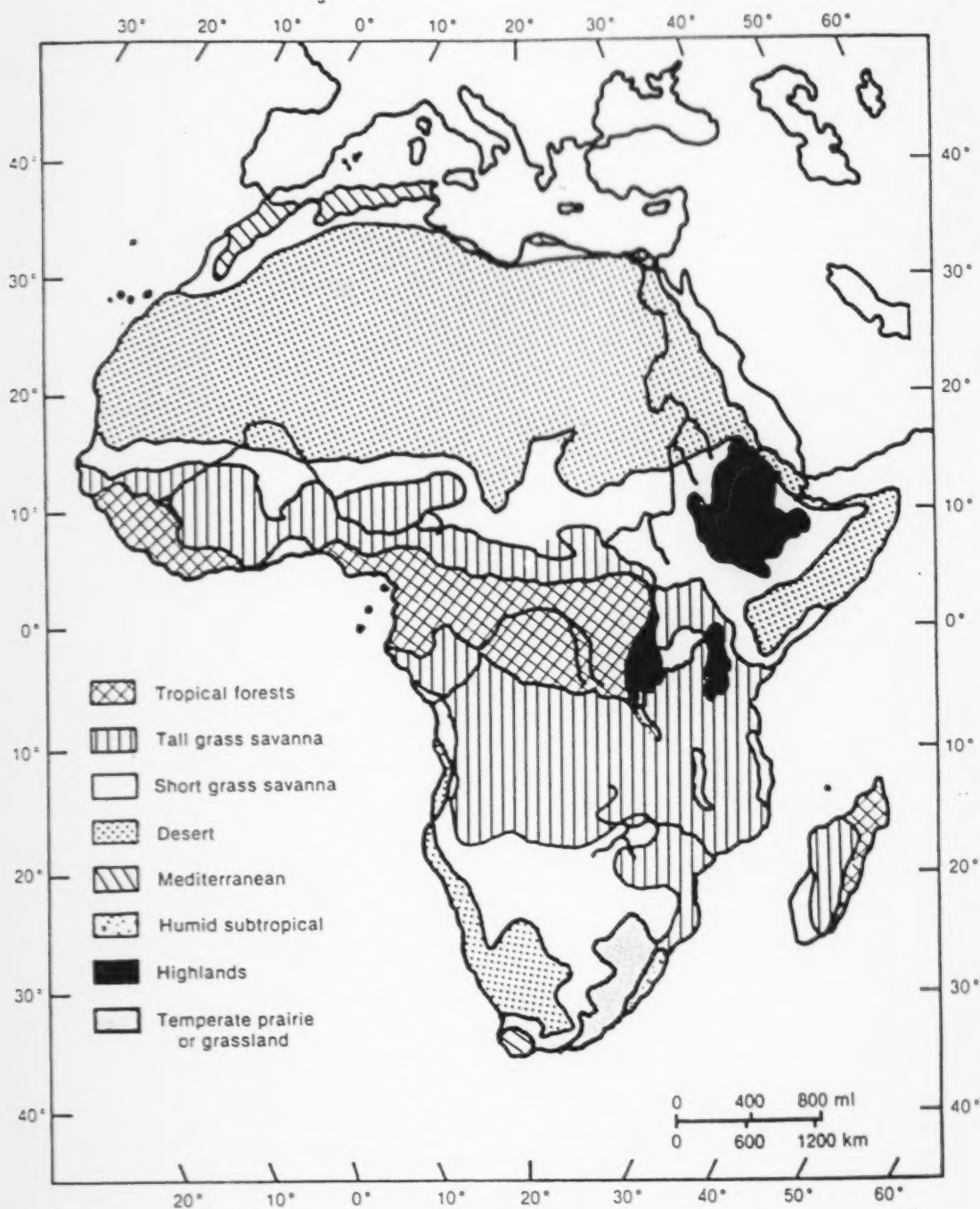
- If we place the political map over the vegetation map, how do the political boundaries compare to any of the natural boundaries?
- Using the vegetation and language maps, would you characterize the people of any single country as being the same throughout the country? Why?
- What part do you think the major rivers and lakes play for the people living near or around them? Why?
- Which of the countries on the political map have you heard of before? In what context?
- If you could live in any country shown on the map which would it be? Why?

Extending the Activity

Have students research the 1884-1885 Berlin Conference to better understand how the boundaries of African nations were established by the various European powers.

Note: The maps produced by the students in this exercise should be saved and used in the next activity.

AFRICA'S VEGETATION AND ENVIRONMENTAL ZONES



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WHO'S WHO AND WHO'S WHERE IN AFRICA

Introduction	The misconception exists that the continent of Africa is one large jungle, filled with "wild" animals and "primitive" peoples living in substandard conditions. In reality, the African continent encompasses virtually every possible geographic feature: large lakes, magnificent rivers, spectacular mountains, harsh deserts, rich savannah, lush rain forests, massive urban cities, highways, etc. Moreover, each geographic zone provides its inhabitants, human and otherwise, with a set of conditions to which they must adapt in order to survive and prosper. This activity enables students to visualize the immensity of the geographic and human diversity which exists throughout the African continent.
Objective	Students will be able to: • Identify the major geographic or biome types and their locations in Africa. • Discover Africa's wide range of human diversity. • Determine the types of human activities which would most likely occur in each of the major geographic zones.
Grade Level	7-12
Time	One to two class periods
Materials	Large map of Africa showing major geographical regions (see previous activity "Map Maker, Map Maker . . .") Slides 1-20 (enclosed) Slide Identification Guide Slide Projector and Screen Handout 3.1, "Africa's Vegetation and Environmental Zones" Butcher paper
Procedure	1. Begin the activity by asking students to identify one thing they have done that day to adapt to their physical environment. Responses will vary depending upon the time of year when the question is asked. Responses might include: housing (type, heat, light, air conditioning), clothing (warm or cold weather), transportation, communication, etc. Ask students to identify conditions in Africa that inhabitants must adapt to and how they believe they would do so. 2. Display the large map of Africa from the previous activity on the wall where it can be seen by all students. The map should indicate the various geographic zones or biomes present in Africa. 3. Divide the class into groups of four to five students and show the class the selection of different slides showing both the geographic and human diversity of Africa. Provide each group with a copy of Handout 1.3. 4. Have each group of students observe the slides and attempt to determine where the image portrayed in each slide would belong on their group map.

Ask each group to mark on their map where the slide could belong by placing the number of the slide on their map in the appropriate place.

5. After showing all slides, repeat and have one person from each group go to the large class map and write the number of the slide where it would belong on the map. Ask:

- What characteristics did you use in order to determine the location of the slide?
- What difficulties did you have in deciding which area was correct for the slides? What would make it easier for you to make your decision?

6. Once numbers for all of the slides are written on the large class map, allow time for students to look at the map and discuss the overall picture generated by the map. Ask:

- Is there a certain geographical type which seems to dominate Africa? Is this what you expected? Why or why not?
- Is there a certain type of people which tends to be more common throughout Africa? If so, what is the type? If not, why is there not such a common type?
- If there is no consensus on the locations for the slides, ask the students why they cannot agree on a single location for each one.

7. Reveal the proper locations of each slide, if different from the students' assessments. Then hold a class discussion and ask:

- How would you relate the diversity of people and land in Africa to what you see around you in your classroom? Your neighborhood? Your city? Your state? Your country?
- Has this activity changed your ideas about Africa? Explain?
- How does diversity affect the way people relate to one another?

Extending the Activity

Once students have identified the many differences among peoples and lands in Africa, it would be valuable to utilize that information to investigate the lifestyles (i.e., farming, fishing, nomadic, herding, business, services, etc.) which would be typical of certain peoples in certain locations. The same map and slides can be used as they give clues to what conditions are found within the major areas.

Slide Identification

1. Maasai Village, Kenya
2. Mosque, Kenya
3. Fulani Girl, Mali
4. Family Camp Ground, Burkina Faso
5. Tire Repair Shop, South Africa
6. Mt. Kiliminjaro, Tanzania
7. Young Maasai, Tanzania
8. Winneba, Ghana
9. Coffee Bar, Zanzibar
10. Victoria Falls, Zimbabwe

11. El Moro, Turkana, Kenya
12. Township Home, South Africa
13. Tuareg Chief, Mali
14. Mopti Harbor, Mali
15. Urban Center, South Africa
16. Niger River, Niger
17. Highlands, Ethiopia
18. Timbuctu, Mali
19. Arusha, Tanzania
20. Abidjan, Côte d'Ivoire

AFRICA: NORTH AND SOUTH

Introduction

Discussions about Africa often exclude those countries north of the Sahara Desert. Vastly different from the sub-Saharan nations, the generally Islamic countries of North Africa--Morocco, Western Sahara, Algeria, Tunisia, Libya, Egypt (UAR), Djibouti, etc.--are just as much a part of Africa as the predominantly black nations of the south. The features of the land, the people, and the cultures are different in many ways from those of the sub-Saharan countries, but they are still part of the African continent. This activity encourages students to explore and discuss those differences.

Objectives

Students will be able to:

- Identify specific differences between the land and peoples of northern and southern (sub-Saharan) Africa.
- Identify types of lifestyles associated with each area.
- Discuss the possible relationships between northern and southern Africa.

Grade Level

7-12

Time

One class period

Material

Handout 5.1, "Africa: North and South"
Maps produced by students in the activities, "Map Maker, Map Maker, Make Me a Map" and "Who's Who and Who's Where in Africa"

Preparation:

The teacher should locate pictures and/or slides from North Africa north of the Sahara and Africa south of the Sahara.

Procedure

1. Begin the activity by asking students to identify differences between North and South Africa. List students responses on the chalkboard. If the teacher has brought pictures or slides of the areas, the teacher should show them and discuss the images generally. Next, divide the class into groups of 3 and distribute a copy of Handout 5.1 to each student.
2. Place the various maps in the room where they are visible to all students and have them view the maps. Ask each group to record three characteristics or generalizations for the countries north of the Sahara and three for those south of the Sahara on the handout. Instruct students to be as specific as possible.
3. Next, ask the students to list three differences and three similarities between the two areas. Again, instruct the students to be specific.
4. Have each group read their generalizations and explain their reasons for each statement. Record responses on the chalkboard.
5. Repeat step four for the similarities and differences identified by the student groups.
6. Discuss whether the responses represent valid assumptions and on what information the responses are based.

7. Hold a class discussion and ask:

- What are the dominant features of the physical land area north of the Sahara? South of the Sahara? Is there variety within each broad area?
- What are the distinguishing features of the peoples from each of the two areas? How are the two peoples alike? Different?
- What role do you think the Sahara plays for each of the two areas? How might the Sahara affect the relations between them?
- Why do you suppose the two peoples are so different? What might lead to differences in culture, religion and lifestyle?
- Were you surprised that the peoples of the north and the south are so different and yet both African? Why or why not?

Extending the
Activity

An interesting way to further develop understanding of the North-South relationship is to invite speakers from each region to speak to the class.

AFRICA: NORTH AND SOUTH

Generalization: In the space below write three generalizations for both northern and sub-Saharan Africa. Use the slides or photographs you have seen and the maps to assist you in arriving at your generalizations.

North	South
1.	1.
2.	2.
3.	3.

Similarities and Differences: Below list three similarities you recognize between the land or peoples of northern and southern Africa, and three differences between the two. Be specific.

Similarities	Differences
1.	1.
2.	2.
3.	3.

SECTION III. PERCEPTION

WHAT IS AFRICA TO YOU?

Introduction	Students have, for a variety of reasons, developed perceptions about Africa and African people, some of which are valid and others invalid. The sources of those perceptions may be the media, both written and video, the entertainment industry, travel experiences, literature, etc. This activity enables students to analyze these perceptions and their various sources through a variety of slides depicting Africa in its tremendous diversity.
Objectives	Students will be able to: • Identify individual perceptions of Africa. • Discuss origins of perceptions and the ways they may be either altered or reinforced. • Identify possible problems with sources of information about Africa and ways to overcome such limitations
Level	7-12
Time	One class period
Materials	Slides 1 to 20 (enclosed) Slide Identification Guide (page 22) Slide projector and screen Handout 6.1, "What is Africa to You?"
Procedure	1. Begin the activity by asking students to brainstorm a list of words they would use to describe Africa. Then, ask them to brainstorm a similar list of terms for their country. At this point do not discuss the terms, simply list them on the chalkboard under the two headings. Distribute a copy of Handout 6.1 to each student. 2. Using the slide projector, show students the slides, asking them to view each slide and record on Handout 6.1 whether the slide depicts Africa and the <u>one</u> word which most effectively describes the scene (i.e., rural, modern, sophisticated, busy). You may want to do one slide just to get the idea across. 3. After students have had an opportunity to see each picture, discuss their reactions to each using the following questions. Project each slide again as it is discussed. • What characteristic prompted the one word description applied to the picture? What made you think the picture was of Africa? • Was it the people or the geographical features which led to your answer? • Were the characteristics you looked for valid? Why or why not? • Where else might you expect to see a similar scene? Why?

4. Provide students with the correct locale for each slide, and then ask students:

- What are the sources of your information about Africa? Are they accurate sources of information? Why or why not?
- Where else might you go for information about Africa?
- Do any of the pictures show scenes familiar to you from your country? Which ones? What is familiar?
- If you were a citizen of an African country, what words would you use to characterize your country? Why those words? What words would you use to characterize the United States? Great Britain? Japan?
- What words did you list when characterizing your country? Are these words valid for all of your country and its people? Why or why not?
- What is a stereotype? Have you ever been stereotyped? When and under what circumstances? What was your reaction?
- What stereotypes do you have about Africa?
- How might you go about assessing whether those stereotypes are valid or legitimate?

5. Ask students to revisit and compare their two lists of terms from step one.

- Are there any terms on the list of descriptors for Africa you would now omit? Add? Why?
- What about the terms for your own country?
- Are there terms that are appropriate for both places? Which ones? Why?

Extending the Activity

Have students conduct research to verify the accuracy of their initial impressions/perceptions. This may be accomplished by spending a day in the library. Students may be asked to write a discussion paper in which they state their initial perceptions; describe their research; and conclude whether the research verified their initial perception, and how their conclusion and initial perception differ.

WHAT IS AFRICA TO YOU?

Look at each of the slides shown. If it is an image of Africa, place a check by the appropriate number and write down the one word that best describes the picture.

Check if it shows Africa

Word which best describes the picture

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		

WHAT DID YOU SAY YOUR NAME WAS?

Introduction

"In Africa personal names go beyond merely identifying the individuals who bear them. . . . Throughout Africa a number of considerations influence and determine the choice of names."* This is unlike the majority of western cultures in which the naming process reflects primarily a means of identifying the individual as part of a family unit. This activity allows the students to assume the name they would most likely be assigned were they members of the Akan or Ashante clan of central and southern Ghana in West Africa. In addition, this activity will enable students to explore the significance of the naming procedure in their family and cultural setting.

Objective

Students will be able to:

- Determine their own Akan names.
- Discuss the significance of the Akan naming procedure.
- Compare the Akan's naming procedure to the process used within students' families.

Grade Level

7-12

Time

One class period

Materials

A perpetual calendar from a source such as the World Almanac
Handout 7.1, "The Akan of Ghana"
Name tags
Marking pens, newsprint or butcher paper
Wall map of Africa

Preparation

The day before this activity, ask the students to discuss their names at home. Ask them to learn how and why they were named as they are, and what significance, if any, their name holds in the family.

Procedure

1. Begin the activity by writing the surnames of several students on the board or a piece of newsprint. Ask the class what significance the names might have from their spellings. Are there any clues to the names' significance (i.e. a student named Johnson could trace the name to one who was "son of John.")?
2. Ask the students whose names you used to explain, if possible, the meaning of their surnames. Next, ask the students if they are named after someone? If so, why?
3. Inform the class that they will be determining the names they would have if they were members of a single cultural group in West

*Joseph K. Adjaye. African Names: The Case of the Akan of Ghana. Urbana: University of Illinois.

Africa (Students can use these names for the duration of the study of Africa; however, 7th graders might like that more than 12th graders). Then distribute a copy of a perpetual calendar to each student and have each find the day of the week on which s/he was born. The teacher should demonstrate how to use the calendar.

4. Distribute Handout 7.1 and ask students to read it to themselves. Next, have students determine their Ghanaian day name based on the day of the week on which they were born. Have them also determine what their positional name would be in the Akan clan. The teacher should do so as well as an example for the class.

5. Distribute name tags and marking pens and have students write their Akan day and positional names on the name tags. Have each student stand and pronounce his/her name to the class. The rest of the class should repeat each student's name so that they are familiar with the various pronunciations. Note that many students in a class will have the identical day name.

6. Have a student locate Ghana on a large map of Africa. Point out to the students that there are many language groups represented in Ghana aside from the Akan.

7. Hold a class discussion and ask the following questions:

- Why do you suppose the Akan place such importance on the day of the week on which a child is born? How does this differ from your own family's naming process?
- Why do you think the Akan place such significance on the position within the family? Again, how does this practice compare to your own family's?
- With the introduction of western ideas and the influence of missionaries, the Akan, as well as other African societies, have started adding Christian names to their children's names. In other words, Ghanaian children often have traditional and Christian names. What effect might this new practice have on the family or culture of a group? Is this effect positive or negative? Why do you think so?

THE AKAN OF GHANA

Nipa beghyee din, na wammeye hewee
Man came to seek a name, and nothing more
(an Akan proverb)

The Akan, numbering about 5 million people, live in central and southern Ghana (as well as in eastern Ivory Coast). They are made up of groups of people who speak mutually intelligible languages. The most historically and culturally dominant of the Akan groups are the Asante (Ashanti) who speak Twi. The Asante capital is Kumasi, a city of about one million people. Other dominant groups are the Akwapim, who also speak Twi, and the Fante, who speak a language of the same name.

The Akan consist of a number of traditional political units that are culturally homogeneous. Independent Akan kingdoms were established in the Gold Coast between the 16th and 19th century. The best known of these was the Asante empire which, at the height of its power during the 19th Century, covered an area roughly corresponding to present day Ghana. Together with other parts of the Gold Coast, the Akan states were colonized by Britain in the course of the 19th Century. However, this was not without a fight. The Asante, in particular, put-up sustained resistance throughout the 19th Century against British imperialism.

The Akan states thrived upon commerce, both maritime trade with Europeans and inland trade with the peoples of present day Mali and Northern Nigeria. Gold and kola nuts were the principal traditional items of trade. With the introduction of cash crops, cocoa became the most important trade commodity. Most of the cocoa beans produced come from the Akan areas of Ghana, currently one of the world's leading exporters of cocoa.

Akan society recognizes the lineage and the extended family as basic kinship groups. The most important unit of social organization, however, is the Abusua, the large clan in which descent is claimed matrilineally (i.e., through the female line).

The Akan, like many others throughout Africa, find themselves engulfed by rapid social change. Western influences are increasingly being accepted at the expense of traditional life styles. Naming customs, however, retain much of their Akan heritage.

Name Giving

One week after birth (or on the eighth day, since the Akan week is made up of eight days), the naming ceremony, at which the child is given his or her proper name, takes place. The father names the child after any person, relative or friend, dead or alive, whom he admires and wishes to honor. For this reason, bad people hardly ever have children named after them. The child is expected to grow up in the image of the

African Names: People and Places, Joseph K. Adjaye, African Studies Program, University of Illinois, 1982, p. 59 ff.

person after whom he or she is named. Instances are known of close physical, personality, and even attitudinal resemblance's between individuals and the persons after whom they are named.

The current Akan practice of taking their father's name is a foreign influence. Other forms of western influence can be seen in the anglicization of Akan names. In recent years, however, there has been a trend to return to authentic Akan names.

Types of Names

Eight days after birth, Akan children may already have a day name, a proper name or set of proper names, and perhaps additional names related to other circumstances. They may have additional names based on their position in the family, circumstances surrounding their birth or their physical features. They may acquire still more names through personal achievement and status. However, from the multiplicity of names, only some two or three are commonly used. Intimate friends and relatives usually prefer to use day names and appellations because these show endearment. A foreigner seeing an Akan respond to different names at different times should neither be perplexed nor suspect him or her of deceit.

Day Names

Akan children often acquire one name as a result of the day of the week on which they are born. This is known in English as one's "day name" and in Twi as "Kra din." The male and female day names in Twi, with alternate spellings, are as follows:

<u>Day</u>	<u>Day (Twi)</u>	<u>Day-Name (M)</u>	<u>Day-Name (F)</u>
Sunday	Kwasiada	Kwasi (Kwesi)	Akosua
Monday	Edwoada	Kwadwo (Kojo)	Adwoa
Tuesday	Ebenada	Kwabena (Kobina)	Abenaa
Wednesday	Wukuada	Kwaku (Kweku)	Akua
Thursday	Yawoada	Yaw (Yao)	Yaa
Friday	Efiada	Kofi	Afua (Efua)
Saturday	Memeneda	Kwame	Amma

Thus, a girl born on Monday is automatically called Adwoa; Tuesday, Abenaa, etc.

Ordinal/Positional Names

These are names that denote a person's position of birth among other siblings. In Asante a firstborn is known as Piesie, while second-born children may be called Manu (m) or Maanu (f)

<u>Position</u>	<u>Numerals</u>	<u>Name (M)</u>	<u>Name (F)</u>
Firstborn	Baako	Piesie Piesie (not a formal name)	
2nd born	Mienu	Manu	Maanu
3rd born	Miensa	Mensa	Mansa
4th born	Nnan	Anane	Anane
5th born	Nnum	Num	Numwaa
6th born	Nsia	Nsia	Nsia
7th born	Nson	Nsoa	Nsoa
8th born	Nwotwe	Nwotwe	Nwotwe
9th born	Nkron	Nkruma	Nkruma
10th born	Du	Du (Badu)	Duwaa (Badu)
11th born	Dubaako	Duko	Duko

A third child born on Wednesday may be called Kwaku Mensa (m) or Akua Mansa (f).

Akan Pronunciation Guide

Akan orthography combines k, g, h, and n with -y as digraphs to provide the following near values in English:

- ky like the English ch in church
- gy like the English j in John
- hy like the English sh in shirt
- ny like the English ni in onion
- dw like the English j in join

The approximate English sound equivalents are given for the following Twi vowels:

- e e as in pet
- e i as in Dick
- i ee or ea as in meet or meat
- o u as in put
- o oa as in coal
- o aw as in awe
- a o as in pot
- a a as in brake
- u oo as in moon

SO ALIKE IN OUR DIFFERENCES

Introduction

People often compare themselves with others, noting similarities and differences. Generally, those comparisons focus on the differences, those characteristics that set individuals and groups apart, as opposed to similarities. This inevitable human dilemma certainly affects the manner in which one perceives Africa and Africans. Most people tend to emphasize the differences, often superficial, between themselves and individuals from Africa. In this activity, students are afforded the opportunity to analyze their perception of others, especially Africans, and to discuss the familiarities and differences perceived, as well as the sources of those perceptions.

Objectives

Students will be able to:

- Interpret a fable and how it is used to express how people view others.
- Discuss the similarities and differences found in others.
- Relate a folk tale to how one views Africa and Africans.

Grade Level

7-9 (but may also work with 10-12)

Time

One class period

Materials

Handout 8.1, "Enkwambu and Enkende: The Monkey and the Lizard"
Handout 1.3, "Africa Political Map"
Poster paper and colored pencils or crayons

Procedure

1. Begin the activity by asking students to list those impressions of Africa that normally come to mind. List the impressions on the board so that the class can revisit them later. Briefly assess the accuracy and origins of these perceptions.

2. Distribute Handouts 8.1 and 1.3 and have a student or several students read the folk tale aloud. Explain that this folk tale is from the Kerebe people who inhabit the island of Bukerebe (also called Ukerewe) located in Lake Victoria, Tanzania. Have students locate both Tanzania and Lake Victoria on the map of Africa.

3. After reading the story, discuss the symbolic roles portrayed by Enkwambu and Enkende in the tale. Use the following questions as a guide for discussion:

- What or who do the monkey and lizard represent in reality?
- Why were these two animals chosen?
- What is the dilemma they each experience?
- How might their dilemma be related to the lives of the inhabitants of the island?
- Describe a similar dilemma you have experienced.
- How did you resolve it? Was it irreconcilable?

- Discuss how differences are often viewed as irreconcilable.
- Is the dilemma the two animals experience irreconcilable?
- How might they resolve their dilemma?
- How might this tale relate to the study of Africa?
- Is the dilemma unique to countries in Africa and the study of Africa and Africans?

4. Divide the students into groups of four (or allow them to work individually) and provide each group or student with a sheet of poster paper. Inform them that they are to illustrate either the dilemma experienced by Enkwambu and Enkende or how the students believe the two animals might overcome the dilemma. Display and discuss the results. Also consider asking students to write, in poetic form, a new conclusion to the tale that contains a resolution of the dilemma.

Extending the Activity

This folk tale provides an excellent opportunity for dramatization. Assign roles of narrator, Enkwambu, Enkende, and their wives. Present the story to the class. Discuss ways to resolve the friends' dilemma. Have students write additional dialogue that reflects their conclusions. Role play the different endings. This tale also affords an interesting vehicle for interdisciplinary teaching with possible activities for Language Arts, Geography, and Fine Arts.

ENKWAMBU AND ENKENDE THE MONKEY AND THE LIZARD

I have a little story that I think you will like,
About a monkey who is BLACK and a lizard who is WHITE.
Enkwambu, the monkey, was walking one day
When he met Enkende, the lizard, so he stopped to say--
"Listen, my friend, come to my house and eat--
I promise I'll fix you a very special treat!"
With delight the lizard asked, "When will this be?"
And Enkwambu, the monkey, said-- "Tomorrow, I'm free."
The monkey hurried home to tell his wife,
Cause they'd never fed a lizard in their entire life!
The monkey said, "Lizards like intestines of a fish."
His wife said, "You really think THAT'S a tasty dish?"
The monkey said, "I'm off to see our chief, for I'm sure
he'll agree
To make our friend the lizard part of our family!"
When the lizard arrived the next day to dine,
Everything was prepared especially fine.
The chair, the table, everything was set--
If only the chief's rules could be easily met!
The monkey said, "Friend, I'm sure you'll agree--
Good friends are just part of one big family!
My chief said you can become one of us
If you'll eat in a chair, without too much fuss!"
So the lizard tried--and he tried--and he tried some more--
But he ALWAYS landed--on the floor!
Sadly, the lizard went home.
Later that week, the monkey was walking one day,
And he met the lizard, who stopped to say--
Listen, my friend, come to MY house and eat--

A View of Life, by Charlotte Hartwig, 1977

I promise I'll fix you a VERY special treat!"
With delight the monkey asked, "When will this be?"
Enkende, the lizard, said--"Tomorrow, I'm free."
The lizard hurried home to tell HIS wife,
Cause they'd NEVER fed a monkey in THEIR entire life!
The lizard said, "Monkeys think corn is good food!"
His wife said, "If I told you what I think, you'd
say that I'm rude!"
The lizard said, "I'm off to see our chief, for I'm
sure he'll agree
To make our friend the monkey part of our family!"
When the monkey arrived the next day to dine,
Everything was prepared especially fine!
The chair, the table, everything was set--
If only the chief's rules could be easily met!
The monkey sat happily, ready to eat
The corn prepared especially as a tasty treat.
The lizard said, "Friend, I'm sure you'll agree--
Good friends are just part of one big family!
My chief said you can become one of us--
Just make your face white--like MINE--without too
much fuss!"
So the monkey washed--and he washed--and he scrubbed
his face sore,
But alas, he was just as BLACK as before!
Now my friends, it is obvious to see
That God's been very busy, creating you and me!
The question is--DO we belong--to one big family?

Kerebe Folk Tale

DO CLOTHES REALLY MAKE THE PERSON?

Introduction	Traditional African attire has often been associated with a lack of civilization, as if to belong in the modern world requires a three-piece suit, and not the comfortable, locally appropriate garments which have been a part of a culture for centuries. While traditional clothing varies throughout Africa, it is nonetheless different from typical Western attire, and often plays a vital role in a particular ethnic group's culture and heritage. As an integral part of culture, traditional attire deserves a less judgmental and more realistic and open-minded view. This activity allows students to explore preconceived notions about the outward appearance of someone from another culture.
Objectives	Students will be able to: • Analyze and discuss their perceptions about Africans. • Discuss the importance of clothing as a part of culture and in different geographical, cultural and social settings. • Identify situations in which judgments are based upon superficialities such as outward appearance.
Grade Level	7-12
Time	One class period
Materials	Handout 9.1, "Two Views" Handout 9.2, "Do Clothes Make the Person?"
Procedure	1. Begin the activity by providing each student with a copy of Handout 9.1. Also provide each student with a copy of Handout 9.2 and have them answer the questions while looking at the two drawings in Handout 9.1. An alternative to providing each student with the drawings might be to prepare a transparency of each drawing and project them side by side. Allow the students approximately ten minutes for completion of the questionnaire. 2. Discuss each item on Handout 9.2 with the students. Do this while the two drawings continue to be viewed or projected. 3. Hold a class discussion and ask: • Did you view the two portraits differently? How did you distinguish between them? • Did you recognize that it was the same person in both cases? If not, what attracted your attention away from the individual's face? • How did the clothing influence your response to the statements in the handout? • Do you think most Africans dress like either one of the portraits? How would you characterize the way Africans dress? Where did you learn that Africans dress in the way you stated (i.e. TV, newspaper, magazines)?

- How does the way a person dresses depend upon other influences such as climate, lifestyle, social situation? Which other influences would be most significant? Why?
- Do you always dress the same, regardless of the situation? Your friends? Your parents? What situations call for specific types of dress?
- Does dress in the U.S. have a cultural influence? What cultures in this country dress differently than you?

Extending the Activity

Undoubtedly, there will be a number of students in the class wearing a variety of different types of clothing. Select several students to stand before the class, in pairs, and have the class answer the same questions with respect to the students as they did with the slides. The teacher must, of course, avoid embarrassing the students. The "volunteers" should also be asked to explain the reasons behind their choice of dress.

TWO VIEWS



Drawing by Wayne D. Calhoun
University of Denver Staff



Drawing by Wayne D. Calhoun
University of Denver Staff

"DO CLOTHES MAKE THE PERSON?"

Respond to each of the following questions or statements for each of the pictures.
Circle the appropriate number. Take your time and be honest.

1. How would you rate the individuals' level of education?

Educated

Uneducated

A: 1 2 3 4 5 6 7

B: 1 2 3 4 5 6 7

2. What sort of income do you think each individual earns?

High income

Low income

A: 1 2 3 4 5 6 7

B: 1 2 3 4 5 6 7

3. Where do you think each individuals lives?

Urban

Rural

A: 1 2 3 4 5 6 7

B: 1 2 3 4 5 6 7

4. How many children do you think each individual has?

Many

Few

A: 1 2 3 4 5 6 7

B: 1 2 3 4 5 6 7

5. How would you rate each individual's social status in his or her community?

High Status

Low Status

A: 1 2 3 4 5 6 7

B: 1 2 3 4 5 6 7

6. Which individual would you most like to meet?

Appealing

Not Appealing

A: 1 2 3 4 5 6 7

B: 1 2 3 4 5 6 7

7. In this final question speculate on and write down each individual's occupation.

A: _____

B: _____

BUT THEY TOLD ME SO: AFRICA IN THE PRESS

Introduction

Many people's perceptions about other parts of the world, including Africa, are formed from viewing films and television, and from reading magazines and newspapers. Since only a very small part of the total picture can be presented at one time in any of these various media sources, it is easy to develop misperceptions. For example, newspaper stories about countries in Africa almost inevitably focus on such negative issues as drought, hunger, civil strife, and ethnic conflict. Rarely does the media offer positive images of Africa and its people. This activity challenges students to explore the way Africa appears through the media, and often as a result, in their own minds.

Objectives

Students will be able to:

- Identify the sources of their perceptions about Africa.
- Analyze and discuss generalizations concerning Africa perpetuated by newspaper and magazine articles.
- Assess the accuracy of generalizations drawn from articles about Africa.

Grade Level

7-12

Time

Two class periods

Materials

Have students bring in current articles about Africa from local newspapers, news magazines, and tourist literature.
Butcher paper
Marking pens

Preparation

Assign each student the task of bringing to class for the following day at least one article dealing with Africa or a particular African country from the local newspaper or a news magazine such as Time, Newsweek, US News and World Report. Encourage the students to look for other sources as well, such as The Christian Science Monitor, Africa Magazine, National Geographic, Native Peoples, The Economist etc. The teacher should gather sufficient articles for the class in the event students are unable to locate articles.

Procedure

1. Begin the activity by collecting the various articles from the students. The teacher should have a number of articles as well in the event that students are unable to collect a sufficient number for the activity.
2. Divide the class into groups of three to four students each and provide each group with an article about Africa or a particular African country or region from those brought in by the students or provided by the teacher.
3. Have each group of students read their article and reach consensus on the word or phrase which best describes how Africa was represented in the article.

Then have each group summarize their article for the class and discuss their chosen word or phrase generalization.

4. List the one-word generalization from each group on the chalkboard, or on a large piece of butcher paper.

5. Once each group has presented its summary and representative word or phrase, lead a class discussion and ask the following questions:

- Did you have difficulty locating an article dealing with Africa? How many sources did you search?
- Was one word sufficient to discuss this representation? Why or why not?
- What other word or words would you include?
- How did you arrive at each of the generalizations?
- Are these generalizations legitimate? Why or why not?
- Is there any value in using such generalizations with regard to Africa in general or to specific countries in Africa? If so, what is the value?
- What are your perceptions about Africa? Did the articles reinforce these perceptions or alter them in any way? How?
- How much influence does the media have over your perceptions of Africa?
- What problems might the media face in preparing news coverage about Africa from day to day?
- Can you think of other perceptions you have which result almost entirely from what you have seen or read? (The Old West, Native Americans, police, etc.)

6. Have each group of students revise their articles to eliminate the unfair generalizations. Discuss the edited articles and check for validity.

7. Also, if there is time, or for a homework assignment, consider selecting and providing one article from the remaining articles to each group of students. Ask each group to revise the article to remove the misperceptions, while remaining factually accurate. Share the results. Alternatively, provide each group of students with four or five articles and have them create the front page of a newspaper. They will need to name their paper, arrange the articles, create headlines, and justify the placement of the articles on the page.

Extending the Activity

1. Maintain an "Africa Alert" over a period of time, perhaps throughout the study of Africa. Have students listen to news from television and/or radio, in addition to reading designated magazines. Have students record dates of news stories and summarize the content of each story.
2. Share and discuss results on a regular basis.
 - Were there many days when no news about Africa was reported?
 - Why do you think no news was reported? Do you think nothing of import occurred in Africa that day?
3. What types of stories were reported? Categorize results under such headings as Political, Economic, Social, or General Interest.
4. Discuss perceptions of Africa which are created from these articles and stories.

SECTION IV. TRADITION VS. MODERNIZATION

THOROUGHLY MODERN, OR IS IT?

Introduction

The governments of the countries of Africa, like nations throughout the world, seek to provide their citizens with modern conveniences and amenities. In many instances, this is difficult, in light of the many economic, cultural, and political constraints which confront today's world. To analyze the extent of modernization efforts in Africa and modernization's effect on African nations, it is reasonable to first determine the meaning of the word, "modern." This activity enables students to examine the elements that might make one nation or society more modern and another less modern. At the same time, the activity provides students with an opportunity to analyze the issue of modernization from a perspective other than their own.

Objective

Students will be able to:

- Infer from written scenarios what appears modern and what appears traditional.
- Define the term modern.
- Determine if a nation may be classified as modern.
- Examine the value judgments involved in classifying nations as modern or less modern.
- Reflect on whether being modern is inherently good.

Grade Level

7-12

Time

One or two class periods

Materials

Handout 11.1, "Scenarios"
Handout 11.2, "What Is Modern?"

Procedure

1. Begin the activity by asking students to identify three items or characteristics of their lives that they consider modern. List the student responses on the board (Students will probably suggest such things as electricity, running water, natural gas, nuclear power, highways, cars, computers, video games, etc.). Then ask students to identify three items or elements that they consider to be the opposite of modern (e.g., dirt roads, wells as opposed to piped water, lack of communication, etc.). Briefly discuss the student responses, focusing on the relative differences among the items on each list.
2. Arrange students in four equal-sized groups. Provide each group with a copy of Handout 11.1.
3. Distribute copies of Handout 11.2 to each group of students and have them complete the requested information while reading and assessing the various scenarios. Inform the groups that they should reach consensus with respect to the chart information. Allow students 10-15 minutes to complete this portion of the activity.
4. When all groups have completed their charts, ask a member of each group to read aloud one scenario and explain their listing of what is and is not modern in the reading. Allow the rest of the class

an opportunity to dispute or discuss any of the particular group's decisions regarding "modern and "not modern."

5. As a class, attempt to rank the scenarios from Most Modern to Least Modern.

6. With students still in groups, ask each group to develop a definition of "modern:" Have the individual groups share their particular definitions and reach consensus on a class definition of "modern."

7. Write the class' final definition on a large sheet of paper and post it where it can be seen by everyone. Reclassify the five countries described in the scenarios as modern or not so modern according to this new definition.

8. Conclude the activity by holding a class discussion, asking the following questions:

- What did you focus on in evaluating your scenario? Specific "things"? The overall picture? Why?
- Were some of your initial judgments erroneous? If so, which ones and why?
- Was it difficult to classify some of the characteristics from the reading as modern or not modern? Why or why not? Which ones?
- Is "modern" a relative term? If so, on what does it depend?
- Is it improper to judge a country's status based on such a brief reading? Why or why not?
- Should modernization as you have defined it be a nation's goal? Why or why not? Is modernization inherently good?
- What additional information would help you determine if the nations in each of the scenarios are more or less modern?

Extending the Activity

Have upper level students develop a list of measurable categories that could be researched. For example: the literacy rate, life expectancy, or per capita income. Have them collect data for the countries analyzed in the preceding chart. Using this data, have students attempt to classify the countries according to thoroughly modern, somewhat modern, or becoming modern.

SCENARIOS

1. Akuaa awoke to the sound of the rooster alerting her to the rising of the sun which had barely edged above the horizon. She wrapped herself in her sleeping cloth and rolled up the straw mat on which she slept. She blinked as the smoke from the cooking fire stung her eyes, bringing tears; her sister had obviously already awakened. She grabbed the large tin pail by the door and strolled to the village well to collect water for cooking and washing. The line at the pump was already forming, and some of the women and young girls and boys were already doing their laundry by the well. Washed clothes were spread out carefully on the numerous bushes and shrubs near the well to dry in the hot sun. Despite the early hour, there was a great deal of laughter and conversation. After depositing the water with her sisters in the cooking area of the compound, Akuaa grabbed a flashlight and headed off for the village latrine. She knew she had to be back and have the morning meal of tea and bread and rice porridge prepared by the time her father and brothers awoke.

2. Yassou whistled as he strolled to work in the morning. Because of the early hour, it was still quite dark, but the street lights illuminated the entire block. Traffic was beginning to pick up: delivery trucks, taxi cabs, even the occasional horse or mule drawn wagon. The homeless still slept in the alleys and the night watchmen maintained their guard in many of the city's doorways. As the one responsible for opening the pastry shop, Yassou punched in the security code to allow himself in the bakery. He locked the door behind him and switched on the air conditioning and the electric ovens. The linen company had dropped off clean aprons and hats, and Yassou immediately changed into his work clothes. The phone rang and it was the bakery owner checking to see if Yassou had completed the special order for the party: hundreds of specialty pastries, laced with chocolate and whipped cream for an elegant reception.

3. Mustafa woke to the whirling sound of the desert wind as it whipped the sand into a frenzy. It was hot and dry, and the fierce wind only managed to make it worse. The camels, tethered in the circular corral made of thorny shrubs, were agitated and whining. The roof and sides of the woven straw tent were flapping wildly, leaving nothing to keep the sound and sand from penetrating everything. Fortunately, the ceramic lids of the water jugs were tight and secure, and Mustafa proceeded to attempt to light the charcoal fire and prepare the morning tea. The women, sleeping in a tent nearby were stirring and beginning to light the fires for the morning meal. Their faces protected by the cloth veils, Mustafa could hardly tell his four wives apart. From the ornately tooled leather pouch he had received from his father, Mustafa plucked his ebony pipe and a pinch of tobacco.

4. As usual, Joshua had trouble starting the bus. The starter motor on the ancient Bedford truck was on the verge of dying an ugly death and Joshua had to plead with it as it ground its way to starting. Joshua was fortunate, though, for he owned the truck outright and he kept busy plying the route, a newly paved road between the city and several small villages. The line for the bus was virtually gone, the passengers already seated for the hour long journey back to the village. For most, the weekly trip to the market had been successful: they were returning to the village with empty baskets and full pockets, although some had spent their earnings on cloth and soap and other commodities unavailable in the village. Joshua would not return until well after dark, if the old Bedford behaved, and would join his wife for a late evening

meal. If he was home in time, they might even gather with his numerous relatives and watch American reruns on the small TV his brother had sent. The Mois were one of the few families in the area with a TV, and their small flat tended to be a neighborhood meeting place.

5. Murunya slept fitfully, for tomorrow he would join his elder brothers and cousins in the fields to watch the livestock. He would be seven tomorrow, the age at which he could begin to assume some responsibilities of adulthood. Soon he would be old enough to join his eldest brothers and the other moran, or warriors, in their emanyatta or compound where they guarded the village's precious livestock. There he would be waited upon by his sisters and mother, and there he would form lasting friendships with those in his age group. Each would own all, and all would share, and each of those in his age group would be bound to assist his "brothers." Murunya loved his mother and sisters, but he was anxious to set out into the fields with the cattle, away from the cooking and cleaning, the women's work. He was anxious to be a man.

WHAT IS MODERN?

In the spaces provided, list the items from each scenario which you consider "modern" and "not modern." Define the term "modern" in the space provided.

	Modern			Not Modern		
#1.						
#2.						
#3.						
#4.						
#5.						

Modern Means: _____

THE BOOK AND THE DRUM*

Introduction	For many African countries and societies, traditional ways of life have been challenged by efforts to modernize. Modernity impacts African society in virtually every country and at virtually every level, as traditional ways of life come under increasing pressure. This activity introduces students to elements of the conflict between the modern, represented by the book, and the traditional, represented by the drum, in the accompanying story.
Objectives	Students will be able to: • Examine one form of traditional life in an African society. • Analyze the impact of change on traditional life. • Understand how conflict can occur when traditions come into contact with modernity. • Identify specific examples of conflict from a case study.
Grade Level	7-12
Time	Two class periods
Materials	Handout 12.1, "Traditional or Modern?" Handout 12.2, "Philibert, Suzy and Edward" Handout 12.3, "Book and Drum"
Procedure	1. Distribute a copy of Handout 12.1 to each student. Have students determine if each statement better represents an example of a <u>traditional</u> or a <u>modern</u> way of life in Africa. Some statements may not provide a unanimous response. The teacher should discuss how modern can be a relative concept. 2. Based on the examples in the handout, have students list some specific characteristics of a traditional society, as well as some specific characteristics of a modern society. 3. Discuss the differences between traditional and modern ways of life. The following questions may be used to guide the discussion. • Is it possible for a nation to be both traditional and modern? • Must a nation make a definitive choice between being more modern or more traditional? • Must a nation sacrifice its traditions to be modern? Why or why not? • Is it possible for an individual, country, or nation to combine traditional and modern characteristics? How? • What problems might arise as a nation becomes increasingly modern?

*This title is from The Book and The Drum by Charlotte M. Hartwig, Interculture Associates, Inc., 1978.

4. Distribute copies of Handout 12.2. Explain that the author's family lived on the island of Bukerebe (Ukerewe) in the southeast corner of Lake Victoria in Tanzania while doing research about the Kerebe people. In the story, the author explains the symbolism of the book and the drum. Allow time for students to read the story.

5. Put the following chart on the chalkboard or on a transparency and have students find examples of how each of the characters in the story is tied to both modern (book) and traditional (drum) ways of life.

	BOOK	DRUM
Philibert		
Suzy		
Edward		

OR

Distribute Handout 12.3 for students to write in their examples. Inside the book students should list examples of modern influences, while traditional examples should be placed inside the drum.

6. Read the following passage to the students. According to the author, "The Book represents those western influences that have dramatically changed traditional Kerebe society. Education and Christianity have significantly altered family living patterns and individual living styles; they have raised hopes for modern well-paying jobs and a changed standard of living. The Book has changed attitudes towards parents and the past; it has stirred curiosity, encouraged independence, and stimulated endless questioning.

The Drum represents traditions in Kerebe society that find strength in the unity of the family. Visit a family on Bukerebe today, and you will find it living in a group of houses gathered close together in a compound. Grandparents would occupy one home; their sons' families live in others. The compound would be large or small, depending on the number of sons and wives. Nearby, aunts, uncles, and cousins would be living in similar compounds. The family would be one large, extended unit in which everybody shared the work. It is within this atmosphere that established customs are kept alive from one generation to another. The Drum represents all that is within this lifestyle. Folk tales . . . , songs, proverbs, and riddles help children learn what is expected of them, how to live with others. All the teaching is done by word of mouth. This is a folk culture; this is the Drum that beats out the rhythm of words and sounds of daily life."

7. After students have completed their examples, discuss their findings.

- How much influence has modernity had on the lifestyle of the Kerebe people?
- Has the traditional way of life changed equally for girls and boys in Tanzania? How are the lives of girls and boys different?
- How does the educational systems of Bukerebe differ from educational systems in your country?
- What is the value of having traditions in a society? Are there traditions within the students' specific families? What are they? Are they valuable?
- Is it realistic for a society to try to keep its traditional way of life? Can traditional societies survive in today's world?
- Ask students to describe examples from their own lives that demonstrate the effects of change on traditional ways of life.

Extending the Activity

1. Have students continue the lives of each character. Specifically, through role-playing or written sagas, ask the students to further establish the effects of modernization on the lives of Philibert, Suzy and Edward.
2. Use enlarged illustrations of Handout 12.3 to create a bulletin board or wall display. Have students draw or collect pictures from magazines which depict traditional and modern aspects of life in Africa.
3. Have students observe their own activities as well as those of their entire family. Have them develop a list of activities and classify each as traditional or modern.
4. Have students discuss or write about the advantages and disadvantages of a society which is either very traditional or very modern.

NOTE: Students may not reach consensus on each statement. The teacher should discuss with students the relative nature of modernity.

Handout 12.1: Answer Key

- | | |
|----------------|-----------------|
| 1. Traditional | 9. Traditional |
| 2. Traditional | 10. Traditional |
| 3. Either | 11. Either |
| 4. Traditional | 12. Either |
| 5. Modern | 13. Modern |
| 6. Traditional | 14. Modern |
| 7. Modern | 15. Traditional |
| 8. Modern | |

TRADITIONAL OR MODERN?

Determine if each of the following statements describes a situation which is either a more TRADITIONAL or a more MODERN way of life in Africa. Write a "T" or an "M" in front of each statement. If you are unsure, please write "U" in the blank.

- _____ 1. Women have their expected tasks. Each is expected to take care of the children while preparing the meals and keeping a proper home.
- _____ 2. Go and speak with the elders. They will give you advice so you can make the proper decision.
- _____ 3. When the electricity went off at 10:00 p.m., Abena used a candle or flashlight to read.
- _____ 4. The woman conversed with her friends each morning as she walked to the well.
- _____ 5. Every member of my family has graduated from secondary school, and many have gone on to the University.
- _____ 6. I am the third son. Since my eldest brother will inherit all of my father's land, I must find another way of life.
- _____ 7. In my country there is one doctor for every 500 persons.
- _____ 8. The fastest way to reach your destination would be to take the State Transportation Bus from the capital on the new highway.
- _____ 9. The Matchmaker will visit tonight to tell my father if his choice for my future husband is agreed to by the other family.
- _____ 10. My people have tilled the soil in this fashion for centuries, but the new tractor will hopefully enable me to produce more corn.
- _____ 11. The funeral celebration for my father was a tremendous success: everyone came and paid their respects, dancing and eating till well into the night.
- _____ 12. I wanted to do well on the upcoming exams, so I hung the small goatskin bag of herbs on the wall by the door where I would certainly pass each day.
- _____ 13. While continuing to perform their expected duties, many women are beginning to develop organizational and business skills to assist their communities.
- _____ 14. The new cookers, while still using charcoal, were designed to reduce air pollution and to be more efficient.
- _____ 15. The new supermarket had stood empty for 3 years because the town generator produced insufficient electricity to operate the lights, coolers, cash registers, and automatic doors.

PHILIBERT, SUZY AND EDWARD

There is an old Kerebe proverb that says, "If your heart really wants to go somewhere, your feet will take you!" Today, as young Tanzanian men and women pursue vocations of their choice, these words have taken on real meaning. For many newly-independent African nations, modern education is a privilege available only to a few. School facilities are limited and expansion can only be as rapid as finances allow. Some teachers must still be brought from other countries until there are enough educated Tanzanian men and women to fill positions.

Tanzania's welfare is dependent upon the ability of its citizens to become self-reliant, to rely upon themselves for their own development. The Tanzanian education policy is to teach through learning and learn through practical application. This means to prepare every child for responsibility to the community.

What does this mean for young people of Tanzania? What do they learn when they go to school on Bukerebe? Will the Book really take them where they want to go? Edward, Suzy and Philibert are today's youth in Tanzania. They were born and raised on Bukerebe; they all attended primary school through Grade 7. But, from that time on, their lives have gone in different directions.

Their first seven years in primary school reflect the fact that Tanzania is a rural country. In addition to reading, mathematics, geography, Swahili, and English starting in grade 4, each school maintains its own shamba (field or farm). Students learn new farming techniques through practice as they cultivate and harvest their own crops on a cooperative basis. Classes in nutrition and child care are also part of the curriculum. In the words of Julius Nyerere, Tanzania's president, this is "learning to be self-reliant."

Going to school was not easy for Philibert, Suzy and Edward, even in the beginning. First of all, school was hard on their parents, for they had to find extra money to buy the children's books and uniforms. Usually, girls wore white blouses and blue or green skirts; the boys white shirts and khaki shorts. In the primary school they attended, four different languages--Jita, Kara, Sese, Sukuma--were spoken, depending on each child's background. Starting in first grade, however, all children learned in Swahili. Learning to read and write in a language other than the one you speak at home is no picnic.

Beginning school using a second language was not the only problem facing these young people. In many schools, there were often book shortages. Consequently, many children brought slates in order to copy their lessons. But what happened when it was necessary to erase the slate and write down the new material? If it wasn't memorized, it was lost. The heritage of the Drum--of listening and remembering--was the only answer. Right from the first days of school, these pressures were part of learning. And the worst ones were yet to come. At the end of

From The Book and the Drum, Charlotte Hartwig, Thompson, CT: Interculture Associates, Inc. 1978, pp. 47-60.

fourth grade, each student was examined. The reason was simple enough. There were not enough schools for every child to continue beyond Grade 4. Out of a class of ninety in primary school on Bukerebe, there would be places for only thirty. Those who made it to fifth grade then began to study the English language. At the end of the seventh grade, another examination was given, but this time the odds were even greater. Out of a class of thirty, there would be room for only five or six to go on to high school.

What this meant to the majority of young Tanzanians who began school when they were seven or eight was that 95% of their age group would be finished by the time they were fourteen or fifteen. Philibert was one of the few from his seventh grade class to continue his education. He attended a Catholic high school near Mwanza, where he was a boarder. This meant that, from the time he was twelve or thirteen, he spent most of his time away from home. This was true of all boys and girls who were able to continue beyond Grade 7. By the time they reached this level, all their lessons were in English--their third language. During the years 1919-1961, when Tanzania was ruled by Great Britain, curriculum was patterned after English schools. All students in Form IV (seniors in high school) would be required to take the Cambridge Examination, which was standardized and given to all students at this level. Depending on a pupil's specialization in arts or science, he or she would be examined in physics, chemistry, biology, and mathematics, or in history, geography, and literature. An English-language comprehension section was required for all students. Those who scored very well were permitted to attend two more years of school before a similar test was given again to determine entrance into the university. At this level, very few were able to continue. To pursue formal education in Tanzania was a difficult course. It was hard for Philibert and his classmates, and it is hard for students in Tanzania today.

Philibert's parents are to a great degree responsible for their son's success. Education is highly valued in their home, for both parents have had formal schooling. For over a decade, Mr. Magere was treasurer of the Ukerewe Cotton Ginnery. He is now a businessman at the village market. Mrs. Magere received ten years of education at a Catholic convent. Her attractive home and well-balanced meals are practical evidence of her training. Philibert is the eldest of nine children, a family to be envied in African society where children are so greatly prized and the child mortality rate is still so high.

With nine children, Mr. Magere has all he can do to maintain his family in spite of his good salary. School fees are a constant burden, for parents pay a small amount for each child until he reaches secondary school. Five shillings a year (about \$0.80) is not much by western standards. But, if your total income is \$142.00, this is a real burden. Children in primary school must also purchase uniforms. And, for those who go on to secondary school, there are costs of travel, clothes, books.

The Book may give boys like Philibert a tough time, but Suzy Lugina would say it's mild compared to what the Book has done to girls. The traditional drum beat for women continues to be strong in Tanzania. Educational opportunities are not equal for boys and girls after the Standard Eight Examination. For more than 99% of the

girls who are about fourteen years old, their school career is over. The beat of their life style will change little from that of their mothers.

Suzy is a soft-spoken girl who is already learning to walk the roads of the old and the new. She has won the first round with the Book and is now among the very elite as she completes high school. Like Philibert, Suzy has lived away from home since Grade 8. Although she attends a Catholic boarding school for girls near Mwanza, she is not far from home if you mark miles. Yet, in her sixteen years, she sees the great division between herself and the girls who stay on Bukerebe.

Suzy's goal is not to be a farm wife, but a librarian. Like Philibert, she has classes in the arts and sciences, but with the addition of needlework and cooking. Because women in Tanzania actively farm with the men, she is also taught new farming techniques. She leaves her student role at school, however, for when she is home for vacations, she does what every other girl her age does, she helps her mother and father. Suzy is one of ten children. Four are in high school, two in lower primary, and two are still at home. Her father has had about ten years of education and teaches at a nearby primary school. Now her responsibilities at home are concerned with washing, carrying water, cultivating crops, and caring for the smaller children in her family. When the day comes that she finishes school and gets a job, she will still be expected to help, though in a different way. Ten children drain her father's salary very quickly. Their hope is that she will soon be able to give some of her own earnings to help the family.

No matter what vocation may one day be hers, Suzy, like all other Bukerebe girls, is well-trained to manage a household. If we were to follow Suzy and her mother through one day's work, our feet would no doubt be very weary. Most Kerebe women begin their work before daybreak. As a rule, their shambas are some distance from their homes, as far as an hour's walk away. Suzy and her mother usually leave without breakfast and work in the shamba until early afternoon. The rest of their day is occupied with food preparation, a time-consuming process. Each Kerebe woman spends hours each day making flour for the main dish, ugali.

Much of Suzy's and other women's time at home is spent in seemingly endless trips to carry water to the house. A very new innovation is piped water, available at a very nominal cost in the village.

Suzy and Philibert are not ordinary young people. The level of education they have achieved sets them apart from others on Bukerebe and even from others of their own age in Tanzania as a whole. In their future vocations, homes, and life styles, they will continue to differ from their peers. What about the great majority of young people who didn't pass the Standard Seven exam? Edward Alphonse is one of them, and his story is worth listening to.

Edward lives in the village of Musozi, near the shores of Lake Victoria. He and three generations before him in his father's line were all born on Bukerebe. When Edward completed Grade 7, he was about thirteen years old. But there was no choice as to what

he would now do, for his test grade did not get him into that special group of students who went on to high school. Once again, he spent his days herding cows and working in his father's shamba. Gradually, his father gave him more and more responsibility, especially in helping with cotton, the main cash crop. Because their home was near the lake, Edward was able to fish, selling what his family could not use. By the time he was seventeen, he wished to marry one of his classmates who had also finished Grade 7 with him.

A marriage on Bukerebe is not only the union of a girl and a boy, but a merging of two families as well. With the wisdom that comes from years of experience, certain customs have become fixed in Kerebe culture. This aspect of the Drum is bridewealth, payment from the groom's father to the father of the bride. Although there are variations in what is given, a typical agreement would be a thousand shillings (\$142), three cows, two goats, and two hoes. This is done for a good reason. When hard times or quarrels disturb the relationship between a young couple, and the girl runs home, her father will look to the source of the return, to her husband, all the bridewealth must be returned. This works as a very effective stabilizing force between a couple and their two families.

Another traditional Kerebe custom requires a couple to live their first year of married life with the parents of the groom. After Edward's marriage, his father gave him a section of land. Together, Edward and his wife raised cotton, cassava, tomatoes, and sweet potatoes. What they earned they could keep. In all household matters, such as food preparation and child care, Edward's mother ruled. If Edward's wife wished to change anything, she could not do so without consulting her. So, in spite of all that Edward's wife had learned in school about good nutrition, she didn't have a chance to break away from established customs. Following Kerebe tradition, the women of the household were not supposed to eat chicken or certain kinds of fish. The family diet was a starchy one, based on ugali, supplemented infrequently with beef, chicken, fish, cassava greens, and cabbage. Citrus fruits were eaten, too, but only when they were in season. This is how Kerebe families ate and still eat--to break the pattern takes time and patience.

Edward is now a young man of twenty-four. He has three children. He and his wife worked hard those years they lived with his parents. Now they have built their own home. Although they are freer to do as they wish, the family ties are still very strong. Kerebe society remains a sharing society. Edward's responsibility is not simply to his immediate family, but to his parents, and to the whole extended relationship . . . (family). Hard times as well as good fortune are shared. If one of Edward's brothers is in need of money, or a cow, or a new roof for his house, Edward will help him if at all possible. The months of June through October, when the heavy rains fall, are particularly busy farming months. If someone is in need of help in the fields, he has every right to ask and expect help. Children are also part of this sharing. Edward's oldest girl, now three, lives with her maternal grandmother most of the time, because there no longer are children of her own in her home. Thus, almost every aspect of Edward's day-to-day life has a communal aspect to it. Edward's quiet, diligent nature might lead one to believe that he was also easy-going and that he might passively accept all the good and all the hard times dealt him. But

this was not so. Behind this amiable personality was an intense drive that impelled him. When my husband offered him a job translating the interviews on the tapes from Kikerebe into English, he readily accepted. He wanted the job so he could get a good recommendation to allow him to enter vocational school. Our last letter from him told that he had succeeded. After two years of schooling, he is now employed at Mwanza with a division of the government's veterinary service. He has managed to break the pattern. Now salaried, he is freed from the land. Yet his wife and family remain on Bukerebe, for living expenses in Mwanza are costly, and he is able to return home frequently. In spite of his weekday freedom from farming, he would never sever himself completely from his land. His wife continues to cultivate crops and maintain their household. Edward's ambitions have led him away only temporarily. But, next to his family, his land is his dearest possession.

Since Tanzania is primarily rural, this is the philosophy of most Tanzanians, young and old. Land, together with family, allow them to survive. It is for this reason that drought and disease bring equal terror to their hearts. Even young people like Philibert and Suzy, who will make their homes elsewhere, will make sure that someone in the family maintains the homestead on Bukerebe. It is this love of the land and all it stands for, not only in terms of food, but in terms of ownership, that has caused difficulties for the government.

As in all societies, there must be competence at all levels whether it is farming, teaching, or holding public office. The newly-independent country faces struggles on many fronts--the economic, social, educational, and health fronts, to name a few--placing great demands on its citizens. If self-reliance is to be obtained, there must be a measure of individual aspiration as well as a national goal, for Tanzania is involved in a war against poverty.

And so the struggle goes on between the old and the new, the educated and the illiterate, the parent and the child. It is a struggle to learn from the past, to treasure a heritage, and yet be willing to accept change. The Book and the Drum have both negative and positive influences, with which each family and individual must contend. And now a strong political force seeks to expand family responsibility to community conscience, adding a new dimension to the struggle.

The dignity of the Drum and the challenge of the Book are not unique to Bukerebe. The Kerebe experience, the African experience, is also our experience. The Book and the Drum is only an added perspective in the exciting adventure of broadening our understanding of other people. For, as we learn from our differences, there is hope that we recognize those basic human values, aspirations, and problems that unite us all.

BOOK AND DRUM

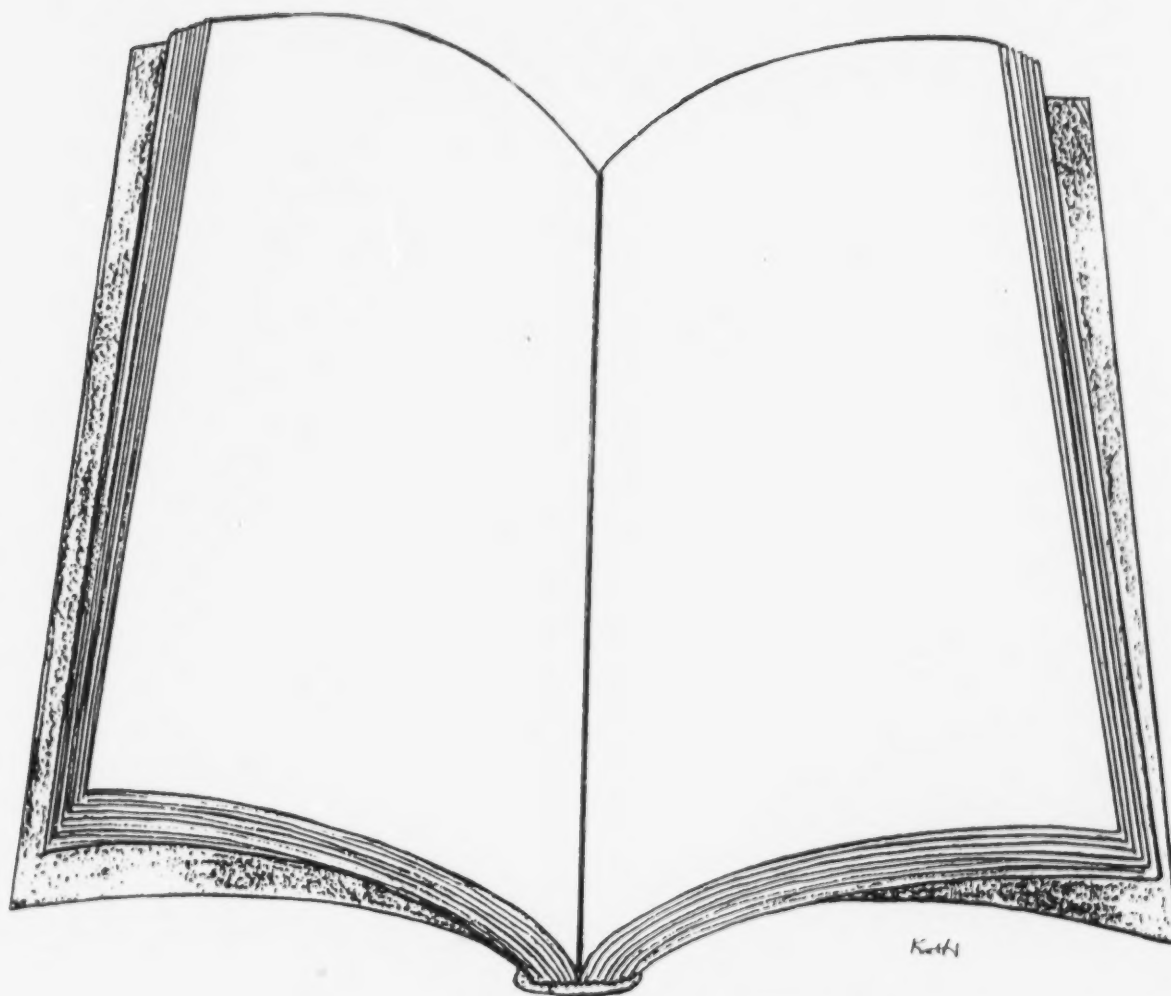


Illustration by Kathleen Haas, University of Denver student.



Illustration by Kathleen Haas, University of Denver student.

WHAT'S IN A MYTH: THE CASE OF THE ASANTE

Introduction	As an integral part of culture, the myths of any people provide invaluable information regarding their beliefs and values. The myths of the Asante people of Ghana serve to locate them within the world and, in part, direct their lives. Such myths provide the members of the Asante nation with a source of strength, a place of origin, and a sound basis for decisions. This activity provides students with an opportunity to read and analyze the creation myth of the Asante people and to compare it with other familiar myths, and, through it, to gain some understanding of the Asante people.
Objectives	Students will be able to: • Discuss the values of the Asante which can be extrapolated from the myth. • State the similarities and differences which exist among the creation myth of the Asante and other familiar myths. • Compare and contrast the apparent values of the Asante with students' values. • Discuss the importance of the myth as a guiding force for the Asante and/or others.
Grade Level	7-12
Time	One to two class periods
Materials	Handout 13.1, "The Coming of the Asante" Butcher paper and construction paper and markers Colored pens, pencils, or crayons
Procedure	1. Begin the activity by distributing a copy of Handout 13.1 to each student. Read the myth aloud to the class. 2. Divide the class into groups of four students and provide each group with a sheet of newsprint or butcher paper and a marker. Instruct each group to list the most important elements of the myth in order of importance (i.e. list the most important element first, etc.), and be prepared to explain its decisions. Allow approximately five minutes for students to develop their lists. 3. When each group has completed its list, display the lists in the classroom. 4. When all lists have been displayed, have each group explain its list and justify its ranking of the elements. 5. Assign each group two of the following topics and have them speculate on how the creation myth reflects the values or beliefs of the Asante people towards that topic: nature, men, women, relationships of men and women, wildlife, and food. Also, ask each group to explain how it arrived at its decision based on the myth.

6. After analyzing the myth ask each group to present its findings to the rest of the class.

7. Ask group members to compare and contrast the values they discerned from the myth to those espoused by their own culture or religion.

8. To conclude the activity, discuss the following questions with the students:

- What was your initial reaction to the Asante myth? Why?
- Is the myth important? What makes it important?
- What is the significance of the first chief appearing on a Monday evening?
- What is the significance of each of the following: the seven men, several women, the leopard, and the dog?
- What values towards nature, men, women, and wildlife do you find in the myth? How do these values compare to the values of your culture?
- What is the significance of each of the gifts made by the Asantehene as his yearly offering to the "Asanteman Kwabena"?
- Would you expect the myth to aid in guiding the lives of the Asante? Why or why not? How do you see it aiding them or guiding them?
- How does the myth of the Asante compare to the description of the creation in the Bible or other creation stories with which you are familiar?
- What elements did you include in your list to depict the essence of the Asante myth? Why did you include these elements?
- Based on what you have discovered through this myth, would you find it difficult to live in Ghana among the Asante? Why or why not? What else would you want to know?
- Would you expect an individual Asante man or woman to have difficulty living among you in your community? Why or why not?

Extending the Activity

1. Provide each student with a large piece of butcher paper or construction paper and have them illustrate the events portrayed in the myth.

2. Have each student describe his/her drawing to the class.

3. Ask students to provide a story describing the origins of their particular ethnic group or culture or religious affiliation. Ask them to illustrate these and share them with the class.

4. The "Case of the Asante" is but one small example of the many myths and tales which play an important part in the people of the many diverse African cultures. This myth can be used as a spring-board for investigating such myths and their relations to the values and attitudes of the various peoples of Africa. When a number of the myths have been studied the students will have a more complete picture of the diversity of the African people.

5. Use the "Case of the Asante" as part of a global study of the diversity of myths of creation and an excellent way to foster greater ethnic and religious understanding.

THE COMING OF THE ASANTE

It is believed by the Asante (or Ashanti) people of Ghana that the first Chief who built the town of Essumeja, and was to become the Father of the Asante nation, came forth from the Ground very, very long ago on a certain Monday night (Nkyidwo). This great man and leader was followed from the Ground by seven men, then several women, then a leopard, and finally a dog. It was this first Man and those that followed that gave rise to the powerful Asante tribe. The sacred Ground, known to the Asante as "BOHEMO," where the hole is and the leopard still lives, can still be found in the Asantemanso Forest near Essumeja. And it is believed that the spirit of that first Chief, The Asanteman Kwabena, lives at BOHEMO and yearly sacrifices must be made to appease Him and to ensure the continued prosperity of the Asante people.

The Nkyidwo Festival

The Nkyidwo Festival is celebrated annually, at which the Asantehene (Head Chief of all the Asante) in former times sent a yearly offering to Asantemanso "Whence He came" of a man, a woman, a cow, white calico cloth, rice, salt, sheep, fowl, seven (white) eggs, eta (a local food), kodoo (a local food), a bottle of palm oil, yams, and rum. In recent times, the offering of man and woman no longer continues. The Asantehene today continues to send the yearly offerings except that of man and woman. The significance of this festival is to offer annual sacrifice to "Asanteman Kwabena" for peace and prosperity not only for the people of the Traditional Area, but also for all the Asante, for Ghana, Her rulers, and all Her people.

Written by Nana Oduro Numapau II, Essumejahene, 1st October 1975 in preparation for the annual Nkyidwo Festival.

DECISIONS: EXTENDED FAMILY STYLE

Introduction	For centuries the extended family system has played a crucial role in many African societies. While western societies tend to focus on and around the nuclear or immediate family of parents and children, traditional cultures, such as many in Africa, extend the family to include grandparents, aunts and uncles, cousins, etc. Relations within the extended family are much like those in the nuclear family so that one's cousins are essentially siblings, and aunts and uncles act as surrogate parents. When entire villages consist of members of this broad family unit, the extended family serves a multitude of purposes. However, with ever-increasing modernization and urbanization, Africa's extended family system is experiencing numerous new pressures. It remains, though, a powerful and viable institution for many Africans. In this activity, students participate in an extended family decision-making process and compare Africa's extended family system to the nuclear family system with which most students in the U.S. are more familiar.
Objectives	Students will be able to: • Identify and discuss the role of the extended family in making decisions. • Compare and contrast decision-making in the extended and nuclear family systems. • Determine which of the two family structures, if either, is more effective in specific decision-making situations.
Grade Level	7-12
Time	One to two class periods
Materials	Handout 14.1, "The Family Members"
Procedure	1. Begin the activity by asking students how important decisions are made in their particular family setting. Ask them what role the various participants play and who has ultimate decision-making power. Ask students to give specific examples. 2. Divide the class into groups of six students and assign each student one of the six roles from Handout 14.1. Have any remaining students observe the family groups. Allow time for students to read and study their assigned roles. 3. Within each group have students arrive at a decision regarding the boy's dilemma. Emphasize that in the extended family the eldest members of the family should be accorded the utmost respect for their years and wisdom and that everyone has a chance to speak. Also, inform the students that each person's viewpoint is important, and that the ultimate decision is generally the one that is best for the group, not necessarily for the individual. Have the group arrive at a decision regarding the boy's plan to leave and go to the city.

4. After each group has reached a decision, have a spokesperson from each group explain to the class how and why the particular decision was reached. Compare and contrast the contributions made by the various family members in each group in arriving at the decision.

5. From the role-playing, brainstorm the characteristics of an extended family. List these on the chalkboard.

6. Have the same groups use the same role playing situation but reach a decision using the nuclear family model. Obviously, certain persons will make less of a contribution in this case and the students should be aware of this. Brainstorm and list the characteristics of a nuclear family. Hold a class discussion and ask:

- How easy or difficult did you find it to play the role to which you were assigned? What made it especially easy or difficult?
- Do you feel that you played the role as it would occur in an African family situation? Why? Why not?
- Who in your group seemed to have the dominant position? What made his/her position dominant?
- How well did the extended family function in reaching the decision? The nuclear family? Which of the two systems seemed to best expedite the decision-making process? Why?
- Compare your particular role in the extended family situation with that in the nuclear family situation.
- What are some advantages and disadvantages of the extended family system? The nuclear family system?
- How would a decision on such an important issue be reached in your own family situation? How might the decision-making process differ from either of the situations presented here? How can you account for the difference(s)?
- How does the family structure influence other aspects and values of your life? How do you suppose it influences those of Africans?
- Are there specific situations in which one or the other of the family structures would be better in decision-making? Why would it be more useful and in what situation(s)?
- Do you think the decision-making process would differ if a family lived in an urban instead of a rural environment? Why? What new factors enter into the decision-making process in an urban environment?

Extending the Activity

Have students write a brief article or paper discussing the characteristics and advantages and disadvantages of each type of family structure.

THE FAMILY MEMBERS

The son

You are 18 years old and have lived all your life in the small town of Brikaama Ba in The Gambia in West Africa. You have completed primary school (equivalent to grades 1-3) and two years of middle school (grades 4 and 5). You had to stop attending middle school to help your father on the farm where he grows maize (corn), cassava (a starchy tuber), and vegetables for sale in the local market, and raises goats and sheep for meat and milk. Your father is poor and needs the produce from the farm to feed the family and to earn enough money to buy other necessary goods. You are tired of life on the farm and would like to go to Banjul, a port and the capital city in The Gambia, to find work. You've even told your father that you could send money home from the city to help pay the school fees of the other children. Life in the city, you believe, has to be better than the life you lead in Brikaama Ba.

The father

You are 45 years old, a devout Muslim, and the father of five children, of which the oldest is 18. You inherited the land you now farm from your uncle who passed away. Your life on the farm is difficult: all the work is manual, the climate is hot (except for the torrential rains in the rainy season) and there are few comforts. You, too, have lived all of your life in Brikaama Ba with occasional trips to Banjul and Dakar, in neighboring Senegal, for a variety of reasons. You depend on your children to help you work the farm and you feel the city will have a corrupting influence upon your eldest son. You have asked Allah many times to help stop your son from trying to leave. You are hopeful that some day he will run the farm himself and that he will be able to support you in your old age.

The mother

You are 41 years old and your husband's second wife. Your husband's first wife works in Bansang some thirty miles away and he visits her regularly, often staying several days. You are an obedient wife and good mother to all of your and your husband's five children. The oldest, though, is of special concern to you. You would like to see him make something of himself. Like your husband, you have lived all of your life in the area of Brikaama Ba, having been born in a much smaller village nearby. As a woman you are in a subordinate position to the husband, but your opinions are respected. You have relatives in Banjul who could look after your oldest son, but you are reluctant to lose your first-born to what you are certain are the evils of the big city. Like your husband, you look to the future and who, if not your children, will be able to provide for you.

The aunt, sister of the father

You are 53 years old and have lived with your brother and his family since the death of your husband five years ago. Prior to moving to Brikaama Ba you lived on the outskirts of Georgetown, The Gambia's second largest city, with a population of almost 20,000. Your husband was a fairly successful merchant in Georgetown and lived a decent life and provided well for you. It is difficult for you in this small town. As the aunt, your opinion is important to the family decision regarding his move to the city, but you are also aware of your brother's position regarding the farm and the future needs of the family.

Son of the aunt

You are really the son's elder brother because you are of the same family. Since most Gambians do not think in terms of cousins you are a brother. You are 20 years old and have just completed secondary school at a boarding school in Banjul (equivalent to the 11th grade in the U.S.). You did not do well enough to gain entrance to the Sixth Form at the school, but you also did not do poorly. You are now thinking of attending one of the technical or vocational training schools where you can learn a trade such as accounting or teaching. Of those present you have the greatest degree of formal education. You would like to see your "brother" go to Banjul because you can empathize with him, but you also recognize the value of the farm to the family. Since both you and your mother are also dependent on the farm, the decision is a difficult one for you.

The grandmother

You are 63 years old and have also lived all of your life in Brikaama Ba. Like most of the others you have almost no formal education, but you have lived a long life and that is to be respected. For you, tradition is very important and you are distrustful of all that comes with the country's modernization because you see it destroying the traditional foundations of The Gambia's rich social and cultural structure. You live today much as you have for all of your 63 years, and that is best as you see it. You think your grandson is young and impulsive and moving to the city will be disruptive to the family.

The younger sister

You are 13 years old and the oldest female child. You have just completed middle school in the village school and would like to go on to secondary school, but there is little money to pay the necessary fees for school. Moreover, the closest secondary school is located in Georgetown and you would live either at school or with relatives of your father's sister. When you are not in school, you assist your mother with the household chores such as cooking and cleaning and take the farm's produce to the market for sale. You are only a "small girl" but you will be heard.

THE NEW AND IMPROVED COOKING POT

Introduction

Approximately 3 of the world's 6.5 billion people heat their homes and cook their food with either charcoal, wood, dung, or coal. The resulting smoke from these fires is a major cause of respiratory disease in women and children in developing countries, including Africa. Respiratory disease, especially pneumonia, is a leading health hazard in most developing countries and kills some four to five million children annually. The daily task of procuring fuel for cooking and heating requires a significant portion of each family's time, and contributes to deforestation, desertification, and soil erosion in many countries. Moreover, the millions of daily fires produce substantial quantities of the various greenhouse gases and may contribute to global warming. In this activity, students explore ways to introduce, test, and evaluate a new style of cookstove in rural Kenyan villages, a stove designed to increase fuel and cooking efficiency, reduce airborne pollutants, and minimize harmful effects to the environment and the stove's users.

Objectives

Students will be able to:

- Define the term "appropriate technology."
- Understand the seriousness of the issues related to the scarcity of sufficient fuel supplies and technology for cooking and heating in Africa.
- Appreciate the dilemma posed by introducing new materials and methods into traditional ways of life.
- Develop a program for introducing and testing appropriate technology in a Kenyan village.

Grade Level

9-12

Time

Two class periods

Materials

Handout 15.1, "New and Improved"
Task Sheet
Butcher paper and newsprint
Markers

Procedure

1. Begin the activity by asking students to define the term "appropriate technology." List student responses on the chalkboard when students have exhausted their own definitions, write the following definition on the chalkboard: "Appropriate technology is a technology which is most suitably adapted to the conditions of a given situation, meaning it is compatible with the human, financial and material resources which surround its application. For the most part, this means that it is technology which is: labor intensive; simple and small-scale; self-perpetuating; low-cost and cost-effective; adaptive; and, provides for optimum use of local resources in an ecologically sound way." Be sure students understand the definition.
2. Divide the students into 4 equal-sized groups, so that one group is composed entirely of women and the others are mixed. Inform the four groups that they will be representing the different groups of individuals involved in a program to design and test a new cooking

pot for use in rural Kenya. Use the introduction to the activity to explain the program. The four groups are: the Designers, the Teachers, the Users (the all female group), and the Evaluators.

3. Provide each group with a copy of Handout 15.1 and allow them sufficient time to read the Handout. When all students have completed the Handout, allow several minutes for the groups to ask any questions they might have regarding the Handout and their particular task.

4. Provide each group with a description of its particular task from the Task Sheet. Allow several minutes for each group to read their task description and ask any specific questions.

5. Allow the groups approximately 20-30 minutes to complete their respective tasks. When all groups have completed their tasks, allow each group to make its presentation to the class, beginning with the Designers, followed by the Teachers, then Users, and, finally, the Evaluators. As each group presents its findings, encourage the class to ask questions.

6. When all groups have completed their presentations, provide the groups with 5-10 minutes to revise and refine their results in the form of a final report to be presented to the Kenyan Ministries of the Interior and Health.

7. Conclude the activity by holding a class discussion, asking the following questions:

- Identify something you do everyday that you think would be difficult to change? Why would change be difficult?
- Can the cookstove situation be compared to that? Why or why not? If different, how is it different?
- Was your group's specific task difficult? What made it so?
- How did you begin your task? What did you consider first? Why?
- What considerations did you include that would not need to be considered in the context of another country such as the United States? Why?
- Why was the User group all women? What particular issues does that raise in the cookstove scenario?
- How important is it for the people in the Kenyan villages to change the way they cook and heat things? Why?
- Other than change the stove, what else could be done? Would this have similar impacts? Long-term? Short-term?
- How realistic is it to think that such a change could or would occur in a country like Kenya? Why?

- Knowing what you know about the countries and people of Africa, what else might you seek to change? Why? How would you go about it? How difficult would it be?
- Are there changes you could make in your own behavior that might aid Kenyans? Why?

Note: The information on which this activity is based comes from the following article: Daniel M. Kammen, *Cookstoves for the Developing World*, Scientific American, July 1995, pp. 72-75.

NEW AND IMPROVED

As many as 3 billion of the world's current population heat their homes and cook their food with coal or one of the more traditional biomass fuels of charcoal, wood, dung, or even plant residues. The resulting smoke from these home fires is a major cause of respiratory disease in women and children in developing countries, including many nations in Africa. Respiratory disease, especially pneumonia is a leading health hazard in most developing countries and kills some four to five million children annually. In addition, this problem exists in both rural and urban settings, and may even be more harmful in urban settings where both the fires and population are more concentrated. The daily task of procuring sufficient fuel for cooking and heating requires a significant portion of each family's time, and contributes to the growing problems of deforestation, desertification, and soil erosion in many countries. Moreover, the millions of daily fires throughout the Third World produce substantial quantities of such greenhouse gases as methane and carbon dioxide and may contribute to global warming.

In many homes in developing countries, cooking and heating occur over an open fire, with a metal pot perched precariously on top for cooking. The open fire is tremendously inefficient, with as little as 10 percent of the fire's heat actually being transferred to the cooking utensil. The remainder is released into the environment as wasted heat. The typical cooking pot or stove is made of metal and consists of a cylinder approximately 12 inches tall and 12-15 inches in diameter, with an opening at the bottom in which the fuel is placed and a top rack on which the cooking utensil is placed for heating. Such stoves are also quite inefficient, transferring only between 10 and 20 percent of the fire's heat to the pot. Of the remainder, 50 to 70 percent of the heat is lost through the stove's metal sides and the rest is lost to the atmosphere as one of several gases. While the stoves themselves are inefficient, there is also only minimal provision for the release of the gases from the house itself. Oftentimes there is no chimney, and the gases are simply released into the house or cooking area.

Imagine that you are a member of a development team seeking to introduce a new and improved cookstove into villages in western Kenya. The women in these villages tend to use wood and charcoal for their heating and cooking needs. The fuel is used either in an open fire or with one of the traditional metal, cylindrical cookstoves described above. Your task as a member of one of the four groups (the Designers, the Teachers, the Users and the Evaluators) is to design, introduce, test and assess all aspects of a new cookstove for use in rural Kenya.

TASK SHEET

Designers: Your task is to design a new and improved cookstove for use in primarily rural villages in western Kenya. You will need to complete a detailed sketch of the new stove, in essence a design drawing to be used to produce the new stove. Your plans should include the following"

- The dimensions of the stove (height, length and width, or diameter).
- The material(s) from which the stove will be made.
- Why the material was chosen or selected.
- The source of the materials.
- The approximate cost of the completed stove.
- The type of fuel the stove will use.

Teachers: Your task is to develop a detailed plan for introducing the new stove into the villages, training the Users in its use, and ensuring that the stove is actually used so that the test is reliable. Your plan must include the following items:

- Advantages of the new stove over existing cooking/heating options.
- A strategy for convincing individuals in the villages to use the new stove during the test and, assuming the stove meets expectations, in the future.
- Who is responsible for the training and specifically how it will be accomplished.
- The obstacles you expect to encounter in implementing the stove test and how you can overcome them.
- How you can be sure that your strategy is implemented.

Users: You are the women in the villages who are the primary users of the new (or old) stove. You have been using traditional methods and utensils since childhood, as did your mothers and aunts and sisters. Your immediate task is to prepare a detailed list of the issues you would confront in such a situation. This list should include:

- The likely reaction of women in the village to the new stove.
- Any objections they might have to using the new stove.
- How you as women believe the stove should be tested.
- Your vision of the perfect stove.

Evaluators: Your task is to design a method of evaluating the success or lack thereof of the new cookstove. This should take the form of a simple questionnaire to be given to the Users for their reactions to the new stove. The questionnaire should include a minimum number of clear and concise questions, and the responses should enable you to evaluate the effectiveness of current and future efforts to implement use of the new stove throughout western Kenya, and perhaps into other regions of the country.

SECTION V. ROLE IN GLOBAL COMMUNITY

STATISTICS: FACT OR FICTION

Introduction	Statistics can be helpful tools for evaluating selected characteristics of a nation, region, or continent, as well as for comparing the general features among several countries, regions or continents. Data such as birth rates, mortality rates, growth rates, GNP, and others help develop a broad picture of an area under study. With them, students can scratch the surface to an understanding of the area. At the same time, statistics must be taken for what they are--averages obtained from sources which generally fail to tell the stories of the actual individuals who comprise the population. In this activity students make generalizations concerning nations in Africa based on certain statistical data. Students also use that data to compare countries throughout the world.
Objectives	Students will be able to: • Use statistical data to make generalizations about conditions in several African countries. • Compare the data for selected African countries with that of other countries in the world. • Identify the strengths and weaknesses of statistical data.
Grade Level	7-12
Time	One to two class periods
Materials	Handout 16.1, "African Statistics" Handout 16.2, "Country Data Worksheet"
Procedure	1. Begin the activity by asking students what generalizations they would make about Africa as a continent, and write their responses on the board. Students will probably suggest such things as: over-populated, poor, hungry, struggling, agricultural, desert, wild animals, civil wars, etc. 2. Ask students to identify the source of their information: newspapers; TV; family, etc.? Ask then if they have any data to support their response. Ask them if they think their source is reliable and the information accurate. Why or why not? 3. Divide the class into five equal-sized groups and provide each student with a copy of Handouts 16.1 and 16.2. 4. Assign each group one country from each of the 5 general regions of Africa, northern, western, eastern, middle, and southern (e.g., have group 1 take the first country listed in each area, group 2 take the second country listed, etc.). Inform the students that their task is to complete Handout 16.2, "Country Data Worksheet," using the data from Handout 16.1 "African Statistics."

5. Allow students approximately 15 minutes to complete their task. When all groups have completed the worksheet, ask the class the following questions:

- What generalizations can you make concerning population growth in the countries you researched? Does it apply to all the countries you analyzed? Are all populations you analyzed increasing? Decreasing?
- What generalizations can you make with respect to the figures concerning birth rates and death rates? How might these statistics relate to population growth?
- Would you describe the populations in the countries you analyzed as agricultural? Rural or urban? Would you expect this to change over time? How? Why?
- Were any of the statistics surprising to you? Which ones? Why were they surprising? Higher than you expected? Lower?
- Can you detect any trends in the statistics you researched? If so, what are they? Would you describe these trends as positive, negative or neutral? Why?
- How do the figures you researched compare to similar statistics for other countries, such as the United States, Japan, and Germany? What does that comparison tell you?
- Do your findings support the generalizations you discussed at the outset of the activity? Why or why not?

Extending the Activity

The data utilized in this activity are fairly current. For purposes of comparison and to determine important trends in such statistics over time, students could be asked to research data from previous years. Such data is readily available through the use of almanacs or from organizations such as the World Bank or the Population Reference Bureau (see Sources).

Region or country	Population Estimate (millions)	Birth Rate (per 1000)	Death Rate (per 1000)	Natural Increase (Annual, %)	Population "Doubling Time" in years	Population Projected in 2010 (millions)
WORLD	5,702	24	9	1.5	45	7024
MORE DEVELOPED	1,169	12	10	0.2	432	1232
LESS DEVELOPED	4,533	28	9	1.9	36	5791
NORTHERN AFRICA	162	32	8	2.4	29	219
Algeria	28.4	30	6	2.4	29	38
Egypt	61.9	30	8	2.3	31	80.7
Libya	5.2	42	8	3.4	21	8.9
Morocco	29.2	28	6	2.2	32	38.4
Sudan	28.1	41	12	3	23	41.5
Tunisia	8.9	25	6	1.9	36	11.2
Western Sahara	0.2	47	18	2.8	24	0.3
WESTERN AFRICA	199	45	14	3.1	22	311
Benin	5.4	49	18	3.1	22	8.3
Burkina Faso	10.4	47	19	2.8	24	14.5
Cape Verde	0.4	36	9	2.8	25	0.6
Cote d'Ivoire	14.3	50	15	3.5	20	23.1
Gambia	1.1	48	21	2.7	26	1.5
Ghana	17.5	42	12	3	23	26.6
Guinea	6.5	44	19	2.4	29	9.3
Guinea-Bissau	1.1	43	21	2.1	32	1.5
Liberia	3	47	14	3.3	21	4.8
Mali	9.4	51	20	3.2	22	15
Mauritania	2.3	40	14	2.5	27	3.3
Niger	9.2	53	19	3.4	21	14.8
Nigeria	101.2	43	12	3.1	22	162
Senegal	8.3	43	16	2.7	26	12.2
Sierra Leone	4.5	46	19	2.7	26	6.4
Togo	4.4	47	11	3.6	19	7.4
EASTERN AFRICA	226	46	15	3	23	345
Burundi	6.4	46	16	3	23	9.5
Comoros	0.5	46	11	3.6	20	0.9
Djibouti	0.6	38	16	2.2	32	0.8
Eritrea	3.5	42	16	2.6	27	5.2
Ethiopia	56	46	16	3.1	23	90
Kenya	28.3	45	12	3.3	21	43.6
Madagascar	14.8	44	12	3.2	22	23.3
Malawi	9.7	47	20	2.7	25	14.7

Mauritius	1.1	21	7	1.5	47	1.3
Mozambique	17.4	45	19	2.7	26	26.9
Reunion	0.7	23	6	1.8	40	0.8
Rwanda	7.8	40	17	2.3	30	10.4
Seychelles	0.1	23	7	1.5	46	0.1
Somalia	9.3	50	19	3.2	22	14.5
Tanzania	28.5	45	15	3	23	42.8
Uganda	21.3	52	19	3.3	21	32.3
Zambia	9.1	47	17	3.1	23	13
Zimbabwe	11.3	39	12	2.7	26	15.3
MIDDLE AFRICA	83	46	16	2.9	24	127
Angola	11.5	47	20	2.7	26	17.6
Cameroon	13.5	40	11	2.9	24	21.2
Central African Republic	3.2	42	22	2	34	3.9
Chad	6.4	44	18	2.6	27	9.3
Congo	2.5	40	17	2.3	31	3.2
Equatorial Guinea	0.4	40	14	2.6	27	0.6
Gabon	1.3	37	11	2.2	32	1.9
Sao Tome and Principe	0.1	35	9	2.6	27	0.2
Zaire	44.1	48	16	3.2	22	69.1
SOUTHERN AFRICA	50	31	8	2.3	30	67
Botswana	1.5	31	7	2.3	30	2.2
Lesotho	2.1	31	12	1.9	36	3
Namibia	1.5	37	10	2.7	26	2.2
South Africa	43.5	31	8	2.3	30	57.5
Swaziland	1	43	11	3.2	22	1.6
OTHERS						
Brazil	157.8	25	8	1.7	41	194.4
China	1,218.80	18	6	1.1	62	1385.5
Germany	81.7	10	11	-0.1	n	81.2
Japan	125.2	10	7	0.3	277	130.4
Russia	147.5	9	16	-0.6	n	149.5
United States	263.2	15	9	0.7	105	300.4

Region or country	Infant Mortality Rate	Total Fertility Rate	% population under 15/ over 64	Life Expectancy at birth (Total/Male/Female)	Urban Population %	%married women using contraceptions (Total/Modern)
WORLD	62	3.1	32/6	66/64/68	43	58/49
MORE DEVELOPED	10	1.6	20/13	74/70/78	74	n/52
LESS DEVELOPED	67	3.5	35/5	64/62/65	35	55/49
NORTHERN AFRICA	63	4.4	41/3	64/63/65	45	39/35
Algeria	55	4.4	39/4	67/66/68	50	47/43
Egypt	62	3.9	40/4	64/62/65	44	47/45
Libya	68	6.4	48/3	63/62/65	85	n
Morocco	57	4	40/4	69/67/71	47	42/36
Sudan	77	5.9	46/2	55/54/56	27	n
Tunisia	43	3.4	37/5	68/67/69	60	50/40
Western Sahara	n	n	n	n	n	n
WESTERN AFRICA	86	6.4	46/3	53/52/55	23	8/4
Benin	86	7.1	47/3	48/46/49	30	9/1
Burkina Faso	94	6.9	48/3	45/44/46	15	8/4
Cape Verde	50	4.3	45/6	65/64/66	44	n
Cote d'Ivoire	92	7.4	47/2	51/50/52	39	3/1
Gambia	90	5.9	45/2	45/43/47	26	12/7
Ghana	81	5.5	45/3	56/54/58	36	19/9
Guinea	143	5.8	44/3	44/42/47	29	n
Guinea-Bissau	140	5.8	43/3	44/42/45	22	n
Liberia	126	6.8	46/4	55/54/57	44	6/5
Mali	104	7.3	46/4	47/45/48	22	5/1
Mauritania	101	5.4	45/4	52/50/53	39	4/1
Niger	123	7.4	49/3	47/45/48	15	4/2
Nigeria	72	6.3	45/3	56/55/58	16	6/4
Senegal	68	6	45/3	49/48/50	39	7/5
Sierra Leone	143	6.2	44/3	46/44/47	35	n
Togo	86	6.9	49/2	58/56/60	30	34/3
EASTERN AFRICA	106	6.4	47/3	50/48/52	21	17/12
Burundi	102	6.6	46/4	50/48/52	6	9/1
Comoros	79	6.8	48/3	58/56/60	29	n
Djibouti	115	5.8	41/2	48/47/50	77	n
Eritrea	n	n	n	n	n	n
Ethiopia	120	7	49/3	50/48/52	15	4/3
Kenya	69	5.7	48/3	56/54/57	27	33/27
Madagascar	93	6.1	46/3	57/55/58/	22	17/5
Malawi	134	6.7	48/3	45/44/45	17	13/7

Mauritius	18.5	2.4	30/6	69/65/73	44	75/49
Mozambique	148	6.5	46/2	46/45/48	33	n
Reunion	8	2.3	31/6	73/69/77	73	67/62
Rwanda	117	6.2	48/3	46/45/48	5	21/13
Seychelles	11.9	2.7	32/7	70/68/73	50	n
Somalia	122	7	48/3	47/45/49	24	n
Tanzania	92	6.3	47/3	49/47/50	21	20/13
Uganda	115	7.3	47/3	45/44/46	11	5/3
Zambia	107	6.5	50/2	48/47/49	42	15/9
Zimbabwe	53	4.4	44/3	54/52/55	27	48/42
MIDDLE AFRICA	107	6.3	46/3	49/47/51	33	n
Angola	137	6.4	45/3	46/44/48	37	n
Cameroon	65	5.9	44/3	58/56/60	41	16/4
Central African Republic	136	5.3	43/4	41/40/43	39	n
Chad	122	5.9	41/3	48/46/49	22	n
Congo	109	5.2	44/3	46/44/48	58	n
Equatorial Guinea	99	5.3	43/4	53/51/56	37	n
Gabon	94	4	39/6	54/52/55	73	n
Sao Tome and Principe	61.8	4.4	47/4	64/62/66	46	n
Zaire	108	6.6	48/3	48/46/50	29	8/3
SOUTHERN AFRICA	49	4.2	38/4	65/62/67	59	50/48
Botswana	39	4.2	43/3	64/60/66	27	33/32
Lesotho	79	5.2	41/4	61/58/63	22	23/19
Namibia	57	5.4	42/4	59/58/60	32	29/26
South Africa	46	4.1	37/5	66/63/68	63	53/52
Swaziland	90	6.1	46/2	57/53/61	30	20/17
OTHERS						
Brazil	58	2.9	32/5	66/64/69	77	66/56
China	44	1.9	27/6	69/67/70	28	90/89
Germany	5.8	1.3	16/15	76/73/79	85	75/72
Japan	4.3	1.5	16/14	79/76/83	77	64/47
Russia	19	1.4	22/11	65/59/72	73	n/22
United States	8	2	22/13	76/72/79	75	71/65

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COUNTRY DATA WORKSHEET

Instructions: Use the information provided on the accompanying African Statistics handout to complete the following worksheet. Remember to use the correct units for each statistic given (i.e., live births per 1,000, etc.)

1. Which country of the five you are analyzing has the highest rate of population increase?

Country _____ Region _____
Annual population growth rate _____

2. Which country of the five has the lowest rate of population increase?

Country _____ Region _____
Annual population growth rate _____

3. Which of the five countries have death rates greater than birth rates?

Countries _____

4. Which countries have birth rates which more than double their death rates?

Countries _____
Triple their death rates? Countries _____

A formula for calculating a country's *Population "Doubling Time"* is to divide 70 by the country's population growth rate. For example, a country whose growth rate is 4% will double its population in just 17.5 years ($70/4=17.5$).

5. What is the population doubling time for the countries you are investigating?

Country _____	Doubling time _____
Country _____	Doubling time _____
Country _____	Doubling time _____
Country _____	Doubling time _____
Country _____	Doubling time _____

6. Which of the countries you analyzed has the highest life expectancy for its population?

Country _____ Life Expectancy _____

7. Which country has the lowest life expectancy?

Country _____ Life Expectancy _____

8. What does the life expectancy statistic tell you about a particular country?

9. Would you describe the populations of the countries you analyzed as "young" or "old"? What data leads to that conclusion?

Young or Old _____ Data _____

AFRICA'S POPULATION EXPLOSION

Introduction	The 1994 United Nations conference on population issues, held in Cairo, Egypt estimated that the world's population would reach <u>seven billion</u> by the year 2010. In short, the world's population is rapidly increasing. This is particularly true in Africa. Between 1995 and 2025, Africa's population is expected to more than double. In this activity, students reflect upon the significance of this population forecast. In the end, students speculate on the types of problems that they anticipate will stem from this unprecedented growth in population.
Objectives	Students will be able to: • Understand pivotal population trends. • Anticipate the challenges posed by Africa's population explosion.
Grade Level	7-12
Time	One class period
Materials	Handout 17.1, "Africa's Population Explosion" Butcher paper and Markers
Procedure	1. Begin the activity by distributing Handout 17.1, "Africa's Population Explosion." Read and discuss it with the students. 2. Organize the students into groups of three or four, and provide each group with a sheet of butcher paper and a marker. Ask them to think about and prepare a list of the types of problems that might stem from this unprecedented growth in population. Provide sufficient time for the students to think about, discuss, and list potential problems. 3. In all likelihood, students will begin by identifying the obvious problems, such as increased food shortages, and will not explain their problems in much detail. As a result, encourage students to think about less obvious problems and to explain their problems in complete sentences. If necessary, help the students by referring to "Teacher's Guide; Africa's Population Explosion: Probable Consequences," on the next page. 4. Conclude the activity by asking a representative from each small group to share its list with the class. Discuss the students' predictions. For example, ask the students which problems they consider to be most serious. In addition, ask the students to analyze their respective lists for similarities and differences. Discussion should also focus on differences in population growth among the different regions and countries of Africa.
Extending the Activity	1. Encourage the students to research population growth and related issues in more detail. 2. Encourage the students to research potential solutions to population growth in general, and to the specific problems they identified in particular.

Teacher's Guide
Africa's Population Explosion: Probable Consequences

- Increasing hunger.
- Intensified housing shortages.
- Increasing difficulty managing sanitation and transportation systems, mounting public health problems.
- Accelerated environmental degradation (such as deforestation, desertification).
- Increased population shift away from rural/agricultural communities to urban centers.
- Increasing pressure on agricultural areas to produce food.
- Negative impact on valuable plant and animal habitats.
- Intensified political crises, mounting discontent as the gap widens between government elites and the masses.
- Increased difficulty meeting people's medical needs.
- Inadequate educational opportunity for many people.
- Rising unemployment, increasing social unrest.
- Increasing migration from developing regions to developed, increased anti-immigrant sentiment/activity in developed countries.
- Increasing demands on United Nations peacekeeping forces.
- Increasing demands on international humanitarian agencies.
- In developed regions, mounting compassion fatigue.
- In developed regions, increased support for isolationism.
- In developed regions, a refugee policy shift from resettlement to containment.

AFRICA'S POPULATION EXPLOSION

In 1994, the world's population was 5.5 billion. By 2025, demographers predict that the earth will contain a population of approximately 8.5 billion people. By 2045, the total population of the earth is expected to stabilize at between 10 and 14 billion people. Between 1995 and 2025, around 95 percent of all global population growth will take place in developing countries. Among the developing regions of the world, Africa's population is increasing most rapidly. *In 1950, Africa's population was half of Europe's. By 1985, it had drawn level, at about 480 million each. By 2025, it is expected to be three times Europe's, 1.58 billion to 512 million.*

Why is Africa's population growing so fast? Most researchers attribute this rapid growth to the success achieved over the past several decades in reducing infant mortality and extending life expectancy. In other words, more babies are surviving birth and more adults are living longer. Contrary to some beliefs, women in the developing world are not having more children, they average 3.6 children. On the other hand, fertility remains high. Why hasn't fertility declined? Researchers point to several underlying causes, among them, poverty and high levels of illiteracy. Also, Africans do not pay into a social security system; as a result, as they age, they do not receive social security checks from their government. Consequently, for poor families, children are valuable and reliable investments. Children provide important household and family labor services and often offset child-raising expenses quite quickly. Children frequently assist parents in old age as well. These are major factors in motivating parents to have large families. Currently, large poor families have more actual and potential resources and more alternatives than do small poor families.

An increasing number of researchers agree that science and technology can not be counted on to produce enough food and resources for the world's rapidly increasing population. With 95 percent of the growth between 1995 and 2025 expected to occur in developing countries, people in developed countries call on people in developing countries to have fewer children. Others contend that people in developed Northern regions are to blame because they place much greater stress per person upon the earth's resources than do people in developing countries. As a result, they call on people in developed countries to consume fewer resources. To avoid massive food shortages, international cooperation will be necessary to help reduce fertility in developing countries and to help reduce consumption in developed countries.

In 1995, Africa's total population was approximately 700 million. In 2025, it is forecast to more than double to 1.58 billion. Nigeria could expand from 113 to 301 million,

Sources: Paul Kennedy, Preparing for the Twenty-First Century, Vintage: New York, 1993. Phyllis M. Martin and Patrick O'Meara, Africa, Bloomington: Indiana University Press, 1986.

Kenya from 25 to 77 million, Tanzania from 27 to 84 million, and Zaire from 36 to 99 million. In addition, increasing numbers of people, especially in developing countries, are moving from rural to urban areas. In 1985 about 32 percent of the population of the developing world lived in urban areas, by 2025, 58 percent of Africans are expected to live in urban areas.

What are the implications of this information? In other words, what types of problems will stem from this unprecedented growth in population?

AFRICA AND YOU: THE AFRICAN CONNECTION

Introduction	In spite of images of Africa as remote, we depend upon African countries for many items, including spices, chocolate, oil, minerals, hot drinks, precious metals and gems, even the twine used in wrapping packages. Too often, it is felt that western nations supply Africa with so many of its needs and Africa provides little in return. The world, in fact, is truly interdependent and the African continent is forging an ever-more-important place for itself in the modern global system. With this activity, students begin to explore some of the many materials and products which come from Africa, and assess the lifeline which connects Africa and more developed countries to one another.
Objectives	Students will be able to: • Identify major products which come from Africa. • Locate the countries of origin for specific products. • Identify products which the United States provides for Africans. • Discuss the importance of trade between nations.
Grade Level	7-12
Time	Two class periods
Materials	Handout 18.1, "Information on African Products" Handout 18.2, "The African Connection" Handout 18.3, "Maps" (or substitute the map of the U.S. with a map of your country/province) String or yarn Colored pencils or crayons
Procedure	1. Begin the activity by asking students to identify materials or products which originate in Africa. Students might name such things as diamonds, minerals, cocoa, coffee, etc. List the items on the chalkboard, and ask students if they can name the items' country of origin. Provide each student with copies of Handouts 18.1 and 18.2. Have them read the handouts. Discuss each product briefly in terms of its importance to the students. 2. Have a student list products from Handouts 18.1 and 18.2, and their countries of origin on the chalkboard. 3. Provide each student with a copy of each of the two maps in Handout 18.3 (or a map of your country) and either some string or yarn, or a ruler and a colored pencil. 4. Have students locate their hometown or city on the map and mark it with a large star or a dot. Then have students locate each of the countries listed on the chalkboard.

5. Have students tape the two maps together and draw lines or connect with string each of the newly located African countries with their own city or town. On the lines write the name of the product which comes from that country. Explain to students that when they are finished they will have a map showing the dependence of the U.S. (or their country) on Africa.

6. Hold a class discussion, and ask the following questions:

- Were you surprised to find that so many products you use come from Africa? Why were you surprised?
- Do the products come from just one area of Africa or from all over the continent? What does this suggest?
- Do you think you could do without any of the aforementioned products? Which ones? What would you use in their place? From where would the substitutes come?
- Do you think Africans earn a lot from their exports? Why or why not? Who might benefit more with respect to trade? Why?
- Are there products which Africans must import from other countries? What are they? Why must the Africans import such things?
- Would you say that some kind of trade between Africa and other countries is important? Is it necessary? Why or why not?

Extending the Activity

1. Have some students research the political relations between their country and each of the countries which provide these products. Investigate cases where valuable products might influence key political ties between the nations that it ordinarily might not support.
2. Locate sources of other key products, such as cocoa, coffee, and chrome. Determine the extent of trade of these products between your country and African countries.
3. Have students investigate the products exported to African countries to complete the trade picture.

INFORMATION ON AFRICAN PRODUCTS

Cloves

Two-thirds of the world's cloves come from the islands of Zanzibar and Pemba near Tanzania. If you walk or ride a bicycle by the clove plantations in Zanzibar or near the harbor warehouses you will smell the sweet heavy odor of the ripe cloves. The smell is a little like cinnamon.

Cloves look like a brown woody pin with a very large round head. At the base of the head, on top of the stem, are four brittle brown petals. If you crush a clove you will find hundreds of little seeds inside.

Cloves grow on trees which can be thirty feet high and live from fifty to sixty years. Each tree produces between four and seven pounds of cloves every year. Ripe cloves are greenish or reddish in color, depending on the variety of each tree. The most common use for cloves is as a spice. Ground cloves are used in pumpkin pie, spice cake, cider, and wine punch, cookies, and other baked goods. Whole cloves are also stuck into baked hams to give them a sweet clove flavor.

Clove oil is used in perfumes, toothpaste, mouthwash, and in pastes and mixtures used by dentists. There is also a chewing gum flavored with oil of cloves.

One may also make a pomander with cloves by sticking them very carefully all over an orange or apple. This pomander may be hung in a closet or placed in a drawer to make clothes smell sweet and clean.

Cola

Cola nuts grow in pods which hang from the trunks of the cola trees. The special taste in Coca-Cola, Pepsi-Cola, R.C. Cola, and other cola drinks comes from the cola (or kola) nut tree which grows in many of the countries of West Africa.

The cola nut or seed is brown in color and bitter in taste. Sugar is added to cola to make soft drinks taste sweet. The cola nut looks a little like a horse chestnut. When it dries it breaks into four sections somewhat like an apple cut into four pieces.

Visitors to any of the west African countries along the ocean may be offered a cola nut to chew on. This is a sign that the person visited is happy to receive a visitor. People all over the world have special ways to welcome friends to their houses. In many African countries one may even be offered a cola drink. It tastes exactly like such drinks in the U.S. because it is made from the very same recipe used there.

Gold

Gold may be the most beautiful and valuable metal in the world. It has been used for thousands of years for making ornaments, jewelry and coins. The ancient treasures of King Tutankhamun of Egypt are either made of gold or covered with a layer of gold.

Sometimes gold can be found in nuggets right out on the ground or in streams. The biggest nugget ever found weighed one hundred and ninety pounds.

Usually, gold is found deep underground embedded in a rock called quartz. It takes very hard work to break loose the rock with the gold in it. Miners use heavy power drills and have to nearly lie down on their backs to get into the low tunnels. They operate the drills with their feet and hands. When the rock is broken loose, it is carried to the top of the mine in conveyer cars. Then the gold is taken out of the rock.

The mines are very dusty and extremely hot. It is dangerous work, two miles underground. Sometimes mines cave in and trap the miners. In South Africa, where most of the gold in the world is mined, the black African miners are paid low wages for their hard work. Most of the money the mining companies make when they sell the gold goes to the owners of the company, not to the people who work in the mines. Gold is also mined heavily in Ghana in West Africa.

Peanuts

Peanut butter, peanut brittle candy, Payday candy bars, and just plain peanuts are good to eat and nutritious. Peanuts contain protein which helps to build strong muscles.

Oil from peanuts can be used in cooking oils, margarine, and shortening which we use in cakes and cookies.

People not only eat peanuts and peanut products, but also use them in other ways: peanut oils and products are used to make sticky adhesive glues. Some are used to coat paper and cloth to make them look smooth and even. Peanuts provide a special product used in making fire extinguishing liquids. Oil from peanuts is used in some soaps.

Peanuts are sometimes called ground nuts because they grow underground on the roots of the peanut plant. Each plant produces between twenty-five and fifty peanut pods or shells which contain the nuts or kernels.

These pods are dug up by hand or by a plow. The plants, with the pods still hanging onto the roots, dry in the sun for a few weeks. They are then taken to the factory.

After the leaves, dirt, and stems are cleaned off in the factory, the shells are crushed and blown away from the kernels of nut. Then the nut is ready to be processed into peanut butter, oil, or left whole for eating.

Peanuts are a very important plant in many countries of the world: China, India, Brazil, the United States, and in Africa. In Africa, The Gambia, Niger, Ghana, and Senegal produce many tons of peanuts every year.

If you want a new name for peanut butter, you may call it "goober pea" butter because goober pea, is another name for peanuts!

Petroleum

Nigeria is one of the leading suppliers of petroleum to the United States. Angola, Gabon, Libya as non-member of OPEC, and Morocco also produce petroleum.

Petroleum is vital to the life now lived by millions of people throughout the world. Gasoline for cars, trucks and airplanes, kerosene for camping stoves and lanterns, candle wax, sealing wax, candy and chewing gum wax, oils in insecticides, soaps, rust-proofing products, road oils, asphalt for roofs, leather and wood oils, tree sprays, ointments, creams and cosmetics, even explosives--all of these products have something in them which comes from petroleum.

Petroleum is found underground, and sometimes in the sea bed. Drills are forced deeply into the earth or beneath the sea to find the oil and pump it up to the surface. Pipe lines or ocean liners transport the crude oil to refineries.

At the refinery in Nigeria, the different kinds of products are separated from one another, in huge vats or tanks. Gasoline comes off the top of the crude oil mixture, then kerosene, heating and lubricating oils, waxes, and at the bottom, asphalt and coke.

Sisal Twine

Those who live on farms are familiar with sisal twine or binder twine. It is a strong, hairy, light-colored tough string which is used to tie up bales of hay. Sometimes it is used to tie packages being mailed or shipped somewhere. Tanzania and Kenya export sisal twine and big, woven, sisal bags used for sacking grains like corn and oats.

The sisal plant has long, sharp, stiff, pointed leaves that grow on a short trunk. It looks like a very large pineapple top, with leaves five feet long! These leaves have very long, strong fibers in them. A machine beats the soft leaf pulp away from the fibers and washes the fibers to make them clean. They are dried in the sun and then made into twine or woven into big bags.

Several years ago the sisal farmers in east Africa lost money on their sisal crops because so many people began using plastic twine.

Uranium

Uranium is one of the most important and valuable natural element in the world. It is used for creating energy. Sometimes uranium is used in nuclear power reactors to create energy for peaceful use. It is also used to make atomic bombs and nuclear weapons. Zaire, Madagascar, South Africa, the United States, and Canada have important deposits of uranium.

Uranium is so powerful that one pound of it can create as much energy as 1,650 tons of coal. If you multiply 1,650 by 2,000 you will have the number of pounds of coal it takes to equal the power of one pound of uranium!

Uranium is extremely expensive. Countries that have uranium may control the world's future supply of energy. Can you think of some ways that all the people of the world could have the energy they need from nuclear power made by uranium? How is it possible for everyone to share when only a few countries have uranium?

Coffee

In recent years, consumption of coffee world wide has increased dramatically. Many African countries have begun to develop their coffee production to compete with the traditionally popular Latin American varieties.

While virtually all African nations produce their own coffee, Ethiopia, Kenya, and Tanzania are most well-known for their export coffee. East African coffees are especially popular for the somewhat nutty flavor. Angola produces a type of coffee especially popular with instant coffee manufacturers.

Diamonds

Industrial and precious gem diamonds have been mined in South Africa for over a hundred years.

Copper

Copper is an essential metal in the electronics industry, providing the raw material for many of the wires and components. Copper is a leading export for several African nations, including Namibia, Zambia, and Zaire.

THE AFRICAN CONNECTION

The African peoples say it with a proverb, "When one sets a portion for himself, usually it is not too small." The United States portion in Africa is not too small. Indeed, even today, Africa and Africans continue to make a major contribution to modern technology, economy, and culture. In barely perceived ways we have an "African connection," or rather, several.

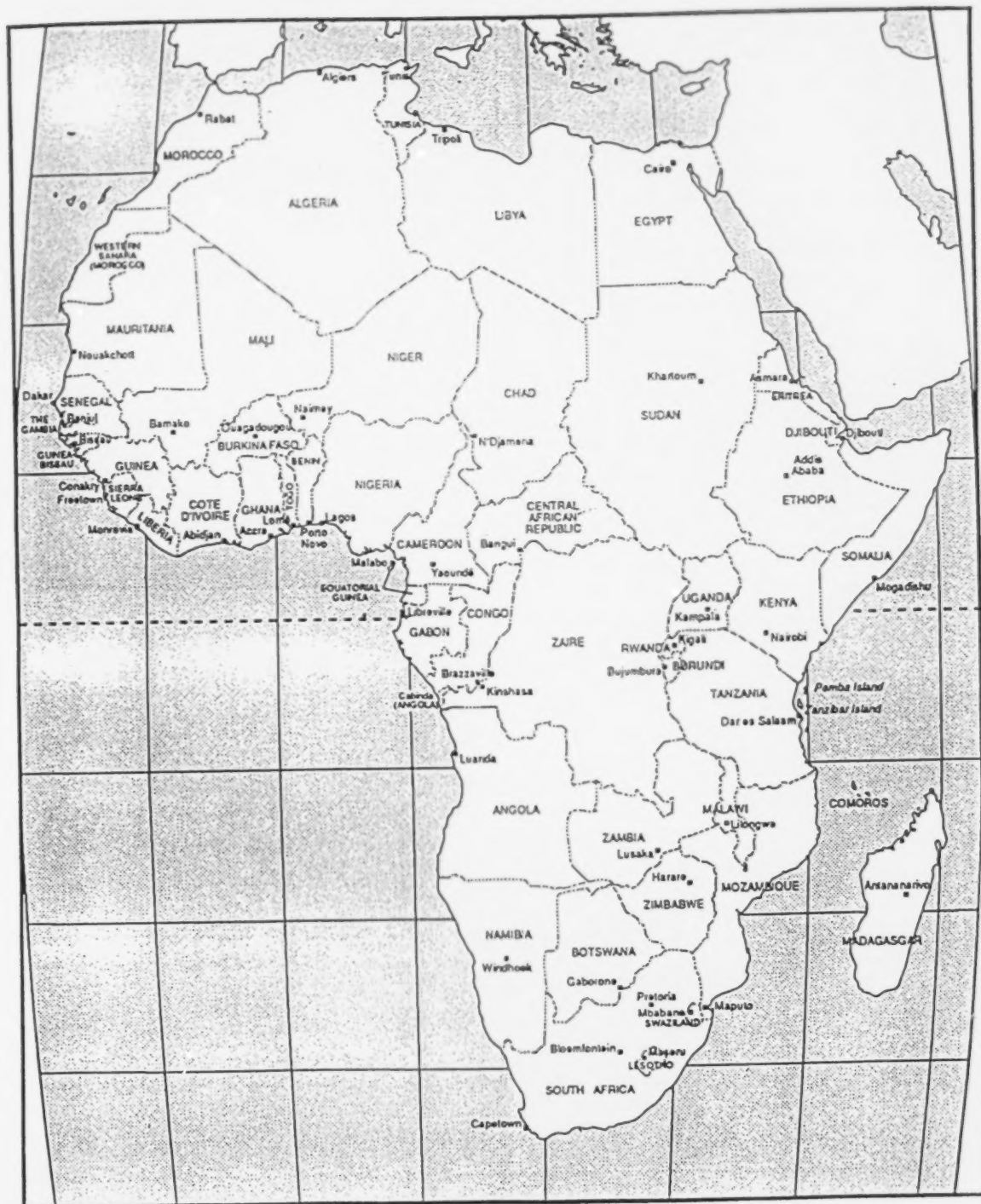
The first is through technology and material culture, heavily founded on the metals, minerals, and oil which Africa produces. If you were awakened this morning by a made-in-Japan clock radio, it contains copper extracted by workers in Zambia, Zaire, or Namibia. The electric toaster, coffee pot, mixer, all had an African connection if they were made in Asia or Europe. Your instant coffee came to you courtesy of the peoples of Angola, who grow a variety especially valuable for such blends. (Or if your preference was tea, it may have originated from the Brooke Bond tea plantations of Kenya or perhaps from Malawi.)

The natural rubber in the tires on your automobile probably originated from the labors of Liberians; the chrome in its bearings was extracted by black Zimbabweans. And even the exhaust emission control catalytic converter was brought to you by the extraction of platinum by the black workers of South Africa. Indeed, even the lubricants and gasoline may have originated from Nigeria, the second largest U.S. foreign supplier of petroleum, or from Libya or Angola.

The list of African materials in our lives is virtually endless. The chocolate in a candy bar was grown by Ghanaians, Ivorians, or Nigerians. Cloves for spicing hams originate from Zanzibar. The sisal to tie packages was grown and processed by Tanzanians. Some of the more effective bug sprays keep away mosquitoes with Kenyan pyrethrum. A diamond begins as a gem with the drill and pick axe of the black South African, Sierra Leonean or Mozambican miner. And the gold in a ring or necklace probably came from the rich ores of South Africa. Even the uranium for the bombs at Hiroshima and Nagasaki was extracted by African miners in Zaire. Wherever an advanced technology has developed utilizing precious and rare metals, there we find an African component. Cobalt, manganese, and vanadium from Ghana, columbium from Zaire and Niger, tantalum from Mozambique and Zaire, asbestos, tin, aluminum, zinc, and iron have important sources of supply in Africa. In the future, we probably will be increasingly dependent on Africa for electrical power, for the continent contains almost one-third of the earth's known uranium reserves, a fact which has not been lost on our makers of foreign policy.

By David S. Wiley, Ph.D. Director, African Studies Center, Michigan State University

MAPS
AFRICA



NORTH AMERICA



BEST COPY AVAILABLE

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THE NEW SOUTH AFRICA

Introduction

The multiracial elections held in April 1994, the first in South Africa's 300 plus year history, were surprisingly peaceful, especially in light of the preelection violence which pitted blacks against blacks, whites against blacks, and whites against whites. In addition, the South African people elected Nelson Mandela as their first black president. Mandela made it clear that his goals included a truly multiracial government and society, in which the voices of all peoples may be heard, and the rights of all citizens are respected. This does not mean that there will no longer be disputes among the various ethnic groups living in South Africa. This activity allows students to explore some of the differences among those groups and their likely attitudes towards selected issues in an election setting.

Objectives

Students will be able to:

- Identify the three primary political parties in contemporary South Africa.
- Develop a position on a selected issue consistent with the likely position of a particular South African Party.
- Prepare and deliver a brief political speech on a selected issue.

Grade level

9-12

Time

2 class periods

Materials

Copies of Handout 19.1, "South Africa Election Packet"

Procedure

1. Begin the activity by asking students to tell you what took place in South Africa in April 1994 (presidential and parliamentary elections) and why it was so significant (first free elections for all groups in over 300 years and the election of the first black president, Nelson Mandela). Also ask them who were the major political parties: Inkatha (Zulu), African National Congress (ANC), and The National Party (NP).

2. Divide the class into 3 groups of equal numbers and distribute a copy of the handout packet to each group. Designate one group as the leaders of the Inkatha party, one group as the leaders of the ANC, and one group as the leaders of the National Party. Have each group then read carefully the information in their packet dealing with their respective party.

3. Inform the students that they are to both identify their respective party's position on each of the following issues as well as how that position differs from each of the other parties. The issues to be examined are:

- The appropriate form of government for South Africa;
- The role of the president;
- The role of minorities in the new government; and
- Their position with respect to a white homeland.

4. Instruct students that in each group one person should be prepared to discuss the position/difference for each of the issue. Allow the group 10 minutes to complete their task. Each group should be called upon to present its findings. Responses should be recorded on the board or butcher paper.

5. Have students prepare brief campaign speeches on one of the selected issues as if they were members of the party in question. Speeches should be 1-2 minutes and should clearly state the party's position.

Extending the Activity

1. Increase the number of parties by having students research and represent other less dominant parties involved in the South African election process.

2. Have students select leaders from their respective parties and organize a preelection debate on the issues discussed above.

3. Conclude the activity by discussing the following questions:

- Did you have enough information to determine your party's position? What else was needed? Where might such information be obtained?
- Was it easy to identify the "party line" on the issues in the materials provided? How were the various parties distinguishable in their materials?
- Could you identify with the party position? Why or Why not?
- How difficult was it to compare the various party information?
- Based on the class findings, which party would you support, and why?

THE CONVENTION FOR A DEMOCRATIC SOUTH AFRICA

In the 1950s and 1960s the white ruling government of South Africa passed a number of laws that became known as apartheid. This system segregated black Africans from those who were "coloured, Asian and white." The discrimination included removing many black Africans from their homes and resettling them into areas designated for blacks only; blacks and coloureds were not allowed to vote; nonwhites could be expelled from urban areas; every person had to carry an identity card containing a photograph and racial designation; mixed marriages were forbidden; strikes by African unions were outlawed; blacks were forbidden from owning land and the African National Congress (ANC) and Pan African Conference (PAC), two black-dominated political parties, were banned.

In the 1980s, international opposition grew against the racist policies of the South African government. The United Nations passed numerous resolutions condemning apartheid, but opposition to apartheid hit a fevered pitch as countries worldwide, including the United States and Great Britain, imposed an economic embargo on the country. Finally, opposition to apartheid grew even within South Africa's ruling National Party.

In early 1990, President F.W. de Klerk released Nelson Mandela, a leader in the African struggle for equality who was imprisoned for life in 1962. Hailed by a majority of blacks in his country and internationally as a hero, Mandela, the leader of the African National Congress continued his mission to end apartheid by keeping pressure on the white government. In that same year, de Klerk removed the ban against the ANC, the Pan Africanist Congress and the South African Communist Party and announced his intention to negotiate a truly democratic constitution for the country.

During the next three years, virtually all discrimination legislation was repealed, and in March 1992, as the ultra right wing voiced opposition to democracy, a referendum was held in which whites were asked to renew the mandate to proceed in the negotiation process. Of the 85 percent of the electorate that voted, 68.8 percent voted yes. Thus, even the whites seemed to recognize that a democratic form of government was inevitable.

The negotiation process that began in 1992, known as the Convention for a Democratic South Africa (CODESA), has been marred continuously by violence within the black homelands and in cities as ANC followers and members of the Inkatha Freedom Party (IFP) have murdered each other over cultural and political differences. The IFP represents over two million blacks, most of whom are from the Zulu tribe. South African secret police also contributed to the mayhem by joining with the IFP in clandestine raids on innocent people waiting for trains after work. Despite continuing disruptions, most of the major political organizations signed the National Peace Accord in September 1991, which committed them to peaceful conduct of political competition and established an elaborate system of dispute resolution committees.

The next three pages describe the three main political parties involved in CODESA, their leaders, and what they desire from a new constitution.

THE AFRICAN NATIONAL CONGRESS (ANC)

Background: The African National Congress (ANC) was formed in 1912 by a group of educated members of the African middle class for the championing of African rights. At first the group was solely geared toward every man and woman having the right to vote and run for office. As South African apartheid grew, however, the group became militant. After the Sharpeville massacre of 1960 in which white police killed 67 Africans, most of whom were shot in the back, the ANC abandoned nonviolence as a policy. The ANC maintains about 60 percent of the black population's support, substantially less in coloured and Indian communities and an insignificant amount among white.

Its leaders: Nelson Mandela was chosen president after his release from prison in 1991. Oliver Tambo, former ANC president and a leader whose membership dates back to the 1950s, is deputy president. Cyril Ramaphosa is the ANC's Secretary General and a close link to South Africa's business community. Walter Sisulu is another ANC leader who spent over ten years in prison.

What it stands for: Before elections were inevitable, the ANC described itself as "the parliament of the African people." Its policies have crystallized beyond the ending of White supremacy. Primarily, it stands for a multiparty democracy with an independent judiciary in a united South Africa, meaning a reincorporating of the nominally independent states of Transkei, Bophuthatswana, Venda, and Ciskei. It favors a legally binding bill of rights, a bicameral parliamentary system, an electoral system based upon proportional representation, and the institution of an ombudsperson. It also proposes a presidential system in which the President is to be elected by parliament.

The ANC is wary of federalism, a governmental design advocated by its rival the Inkatha Freedom Party, although it favors "strong and effective" regional government. It is reluctant to allow regional governments original powers, believing that federalism as a system of government would be inconsistent with its own developmental approach that requires a strong central government.

ANC leaders have acknowledged that ethnicity will be a factor in a democratic South Africa, but they have been opposed to any constitutional recognition of minority rights, except for language and culture. They have vigorously opposed any suggestion of a minority veto or the National Party's proposal for a constitutionally required coalition. However, in a speech in April 1992, Mandela indicated his awareness of minority fears by stressing that the ANC "wanted to ensure unity so that everyone would be able to enjoy power in a new government. He has repeated that the ANC wants an "ordinary democracy" based upon majority rule, which he explicitly distinguishes from Black majority rule.

Despite the fact that the ANC and the South African Communist Party have teamed under the common goal of a "national democratic revolution," the ANC accepts the "indispensability" of the market economy and a vigorous private sector if growth is to be maintained. The ANC plans to nationalize some private companies as it said it "it would still need to respond to the needs of the people to restore peace and harmony in South Africa."

THE NATIONAL PARTY

Background: The National Party (NP) was first elected into power of South Africa's Tricameral Parliament in 1948. Within the next decade, the government passed over a dozen laws restricting the rights and privileges of black Africans, who make up a majority of South Africa. Comprised mostly of Afrikaners, descendants of the 21,000 Dutch who colonized South Africa in the late 1800s, the party had vehemently stuck to its apartheid rules. During the forty five years since apartheid was established, thousands of Africans dies due to violence induced by South African police.

Its leaders: F.W. de Klerk was named president by the South African Parliament after elections in 1989. He immediately disbanded many of the militaristic structures created by his predecessor P.W. Botha and released several political prisoners from the ANC and other organizations. From backing within his party, de Klerk was the government's catalyst to ending apartheid.

What it stands for: Contrary to its main white rival, the Conservative Party, which controls 20 percent of parliament, the National Party has been committed to the negotiation process for a democratic South Africa. From 1990 to 1993, de Klerk and the NP-led Parliament repealed all discriminatory legislation, and in 1992 it won a key referendum on continuation of the negotiation process. One stumbling block in the process, however, has been the ANC's refusal to disband its military wing.

The Government starts in the negotiations from the premise that in the circumstances of South Africa's deep racial and ethnic divisions "simple majoritarianism" would not produce a democratic system. Accordingly, it proposes a system in which executive decisions would be taken on a consensual basis through the instrumentality of a constitutionally required coalition. It proposes also a bicameral legislature with a senate in which regions and minority parties would be accorded highly inflated representation. It advocates a federal system with maximum devolution of powers to regional governments.

Initially, the government rejected the ANC's proposals for a Constituent Assembly, proposing instead that an all-party conference should undertake the task of drafting a constitution. Subsequently, it accepted in principle, that an elected body could draft the constitution.

One consideration the government had to take seriously was the white ultra-right threat to wage civil war if its rights were taken away. Represented by the Afrikaner Resistance Movement and the Conservative Party, proapartheid forces have called for a designated white homeland as a worthwhile sacrifice for self-determination. The government, however, has rejected this suggestion.

THE INKATHA FREEDOM PARTY

Background: The Inkatha Freedom Party (IFP), open to all races, is predominantly Zulu in its membership, which is said to be over two million people. Its participation in the apartheid homeland principle structure and its active opposition to economic sanctions and many forms of internal protest have made the IFP the target of considerable hostility from other black organizations, who deem it a collaborator.

Its leader: Chief Mangosuthu Buthelezi leads the IFP and is also Chief Minister of the KwaZulu Legislative Assembly. Buthelezi has been the chief African rival to the ANC's leader, Nelson Mandela, and has threatened to boycott CODESA if his demand for a federalized government is not met. In the 1980s, the ANC sought to marginalize Buthelezi, which in large measure explains why the IFP's relations with the ANC and its allies have soured so badly. It is essentially political rivalry that underlies violence that has resulted in thousands of Africans dying in the Natal Midlands in 1987 and in the Transvaal in 1991.

What it stands for: The IFP's policies have been considered moderate. It stands unambiguously for a free-market system, and has vigorously opposed sanctions and disinvestment. Its constitutional policies are unclear, although it has accepted power-sharing proposals advocated by the KwaZulu-Natal Indaba. It has welcomed the inception of negotiations and some of its leaders favor an electoral alliance with the NP. The IFP has taken a strong stand on federalism, maintaining that the ANC sought to impose an all powerful central government on South Africa that would try to obliterate regional differences and prevent the dispersal of power.

The size of the IFP's support-base is impossible to gauge. There is general agreement among analysts that the violence in Natal and the Transvaal has damaged the IFP more than the ANC in terms of popular support. It is very likely that the core of the IFP's support lies among the Zulu peasantry and among Zulu migrants who work elsewhere in the country. In national terms, the IFP's overall support is small, probably less than 10 percent, but its regional strength remains significant, thereby ensuring that it remains a significant prospective actor in the negotiation process. The IFP's moderate policies have gained significant white support, and estimates have 100,000 white members in support of the party, more than any other predominantly black group.

CONCLUSION: TOWARD THE ELECTION AND BEYOND

In July 1993, South Africa's traditionally bitter enemies agreed to hold the country's first multiracial elections on April 27, 1994. The vote was a planned first step in implementing a five-year power-sharing arrangement. However, the agreement was not arrived at with ease. On April 12, 1993, black leader Chris Hani was assassinated by right-wing Afrikaners, who also performed a dramatic assault on the constitutional negotiations in June.

The agreement in part was arrived at because the major negotiating groups realized that each lacks the support for a mass uprising. The deal that emerged includes a package of simultaneous measures: a transitional constitution, assurances of objective media and fair electoral process, a transitional executive council and the April election of an assembly that would create a "government of national unity" composed of all parties receiving at least five percent of the vote. The government of national unity will run the country for up to five years while the assembly produces a final constitution.

The principal danger for South Africa is polarization--extreme groups fighting a bloody racial civil war. According to analysts, the negotiations represented an effort to construct a political center that will hold together. However, an election date was selected before rules of the game were fully established, and a power struggle is projected to be imminent.

The agreement came about for a number of reasons. First of all, the ANC renounced much of its socialist past and, most notable, its support of nationalizing private companies. The ANC leadership has begun focusing on finding ways to generate new wealth to meet the masses' demands. Consequently, it has accepted power-sharing and a more market-oriented approach to the economy. However, elements within the ANC still disagree on state intervention into the economy and redistribution of wealth.

The Inkatha Freedom Party withdrew several times from negotiations because of Chief Mangosuthu Buthelezi's demands for a weak central government and protection of resources for his KwaZulu homeland. Buthelezi, however, accepted a less-entrenched manner of power due to his marginalization in the negotiation process. Danger persists that Buthelezi's allies in the white right wing will pursue full-scale violence against the government and the ANC.

Meanwhile, the National Party opened up its membership to blacks and has courted mixed-race votes to continue governing. De Klerk's mandate to continue the process has eroded to the point that analysts doubt he will continue to dominate white politics.

Finally, the real challenge confronting the ANC, which won the election, is the ultimate governability of the country, in which a rapid improvement of the economic well-being of the majority populations is highly unlikely in the short run. Analysts expect the new government to face the same problems that the NP faced: economic revival and authoritarian crackdown on violence. The latter is expected to almost certainly bring the ANC into conflict with the IFP. However, a real economic revival would do much to build peace and civil order in South Africa.

THIS LAND IS MY LAND

Introduction	Following the 1994 elections in South Africa, elections in which black South Africans were able to participate for the first time in over 300 years of white rule, some black South Africans took steps to regain land from which they had been removed, land now owned by the South African government. These initial steps consisted in some areas of black families simply occupying public land, land which in many cases adjoined white-owned property. Whites resented and opposed these efforts by blacks. The issue of ownership of public lands is representative of many of the issues confronting the new South African government, a government which must address centuries-old repression of blacks and simultaneously avoid retaliation against whites. In this activity, students analyze the issue of black squatters on public land and develop possible responses to such efforts by blacks through classroom debate and the enactment of a law to govern the controversy.
Objectives	Students will be able to: • State the positions of the government, white land owners, and black squatters in the public land debate. • Debate the respective positions in the public land controversy. • Draft a law to govern the public land issue.
Grade Level	7-12
Time	Two class periods
Materials	Handout 20.1a and 20.1b, "Squatters: Right or Wrong?" Handout 20.2, "South African Squatters Seize Plot Near Whites" Butcher paper or newsprint Marking pens
Procedure	1. Begin the activity by providing each student in the class with a copy of either Handout 20.1a or 20.1b, so that one-half the students have each one. Allow the students several minutes to read their particular handout. 2. Ask the students to provide you with their initial and immediate reaction to the question posed at the conclusion of their respective handout. Students should be either in favor of the action taken by the blacks or opposed to it. At this point, do not allow students time to go into the reasons for their decision. 3. Divide the class into two groups, based on their initial response to the question. If students are undecided, instruct them that they will act as the City Council. If there are no undecided students, select four to be the Council. If you have a large class, you may wish to divide the large groups into smaller groups. Tell each group that they are to prepare an argument to the Johannesburg City Council to convince them to enact a law supporting their position. Inform them that they should identify their three strongest arguments and select a group member to address the City Council on each one of their points.

4. Provide each group with a sheet or two of newsprint on which to list their three main points for their presentation to the City Council. Instruct the students to draft a law, consisting of no more than a paragraph, to present to the City Council. Have each group write their proposed law on a sheet of newsprint or butcher paper.

5. Allow the groups approximately 15 minutes to prepare their presentations and draft their proposed law. Then allow each group 5 minutes to make its presentation to the City Council.

6. Conclude the activity by having the City Council vote on the two proposals, and by discussing the following questions:

- What information in the handout supported your initial response?
- What other information did you rely on for your initial reaction?
- What other action might the black squatters have taken?
- Was squatting the most effective alternative? Why? Why not?
- Were the whites justified in harassing the blacks? Why? Why not?
- If the squatters are permitted to remain, what do you think a white land owner might do? Why? Would it be justified?
- Would this situation come out differently if it were not in South Africa? What, if anything, makes it different in South Africa?
- How do you feel about homeless people in this country sleeping in the park across the street from your house or in the alley behind your house?
- Are these people justified in sleeping on public land? Why or why not?
- How are the two situations different? Similar?
- How does the situation in South Africa compare to the situation in the United States involving Native Americans? How are the two situations similar and different?
- What entitles a citizen of a nation to take control of "public" land?

6. Provide each student with a copy of the full article, Handout 20.2, and ask them to read it for homework. The next day ask students if the full article made them change their position in any way.

Extending the Activity

Have each student redraft the proposed City law to govern the squatting situation, and present it to the class for a vote.

SQUATTERS: RIGHT OR WRONG?

Within two months of the election of Nelson Mandela as South Africa's first black president, black citizens began to take certain reforms into their own hands. In early June 1994, black South Africans from black townships began arriving at and staking out territory on public land adjacent to white-owned property. The public land was laid out with streets and utility connections in anticipation of construction of a housing development, but for the time being there were neither running water nor sanitation facilities on the land, and the squatters occupied only make-shift shelters constructed of sticks and plastic, and had to walk over a mile to gather water.

Imagine that you are a white businessperson who lives in an upper middle class housing development adjacent to a field being occupied by squatters. You and your spouse were both born in South Africa and have lived your entire lives in South Africa, and under white rule. You own a construction business which has prospered in the last decade. You recognize that change in South Africa is inevitable, but you are concerned that black rule could destroy the "good life" you have enjoyed until now.

How do you feel about your new "neighbors"?

SQUATTERS: RIGHT OR WRONG?

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You are a black South African who has lived the last ten years in a small shack in the Soweto Township outside Johannesburg. You have lived most of your life without running water, electricity, or indoor plumbing. Until recently, blacks were barred from owning property outside of the impoverished homelands. The election of Nelson Mandela and his promise to build new homes for black South Africans has made you feel justified in occupying public land on the site of one of the country's proposed new housing developments. You are willing to accept the harsh conditions and the harassment of the white landowners living nearby in light of the possibility of soon having your own land and home with the basic amenities.

Are you right to squat on "public land" in hopes of becoming one of the development's occupants?

SOUTH AFRICAN SQUATTERS SEIZE PLOT NEAR WHITES
Land Occupation Poses Delicate Dilemma for ANC-led Government

Emboldened by Nelson Mandela's election as president, 1,000 homeless blacks claimed a vacant plot near costly white-owned homes, taking land reform into their hands. Homeowners are outraged. But the squatters, who began arriving Friday from Soweto and other black townships, say they are within their rights.

Nththoko Zungo, camped out on the city-owned field already laid out with streets and utility connections for a housing development, said the election that installed South Africa's first black president made it safe to move to the plot in Liefde en Vrede.

"In the past the government would have killed us," he said.

City workers tore down some shacks Saturday, exposing the squatters to freezing temperatures on the coldest night of the year. Whites harass them when they collect water a mile away.

But they are undeterred, the squatters said Tuesday.

Families camped in dry scrub over an area the size of two football fields, setting up lean-tos with plastic and sticks stuck in the ground. They slept under piles of soiled blankets and washed children in tubs of dirty water.

Across a highway, whites climbed out of Mercedes-Benzes to practice golf at a driving range. And down the slope, a half-mile away, is a neat new suburban development of brick ranch homes with big yards.

The land occupation posed a delicate test for the new African National Congress-led government. Provincial leaders called an emergency meeting Tuesday with squatter representatives and the Johannesburg City Council.

No one disputes that there is a desperate housing crisis in the country, where nearly half of the 30 million blacks live crammed in tiny shanties without running water, toilets or electricity.

The ANC has promised to construct 1 million homes over the next five years and to begin to distribute state land to blacks, who until the late 1980s were barred from owning property outside the impoverished black homelands.

But officials are afraid of a disorderly stampede, which could lead to property disputes and drive away the whites who own most of the country's needed capital and technical expertise.

Rocky Mountain News, Wednesday, July 8, 1994, p. 33A from the *Associated Press*, with permission.

HUNGER IN AFRICA

Introduction

Most people throughout the world are aware that some African countries sporadically contend with hunger. During periods of hunger, or even famine, governments must look elsewhere to satisfy the food needs of the people. Relief agencies and other willing governments may direct much needed aid, food and otherwise, to those regions or countries experiencing food shortages. Despite the seeming prevalence of these instances of hunger, the many and interrelated causes of the food dilemma confronting many African countries are rarely discussed and are often misunderstood. This activity enables students to focus on several of the multiple causes and consequences of Africa's current and future food situation.

Objectives

Students will be able to:

- Identify countries in Africa which have been affected by food shortages.
- Analyze causes of hunger and their effects on one another.
- Assess the impact of food shortages and related problems on the development of African countries.

Grade Level

7-12

Time

One to several class periods

Materials

Handout 21.1 "Food Need in Africa"
Handout 21.2 "Food Production in Africa"
Handout 21.3 "Hostility in Africa"
Handout 21.4 "Soil Degradation in Africa"
Newsprint or butcher paper and Markers

Procedure

1. Begin the activity by asking the students to define the term "hunger." Ask individual students to share their definition with the rest of the class. A commonly accepted definition of hunger is: "A weakened condition brought about by the prolonged lack of food."
2. Divide the students into 8 equally-sized groups and have each group create a list of the causes of hunger. Student lists might include the following: War, drought, overpopulation, poverty, lack of education, lack of resources, unequal distribution of wealth, lack of technology, etc. Ask the students to rank the causes, with the most significant cause being number one, and so on. Allow the groups approximately 5-10 minutes to complete their lists. When the groups have finished, have each group share its list with the rest of the class, and attempt to arrive at a mutually acceptable list of the causes of hunger.
3. Instruct the groups that they will be looking at the countries of Africa with respect to their food supply and will be classifying individual countries as either: "Vulnerable" or "Not Vulnerable." Explain that vulnerable means that the particular country is either already experiencing hunger or is close to experiencing hunger. Further explain that "Not Vulnerable" means the country's food supply is currently sufficient.

4. Provide each group with a sheet of butcher paper or newsprint and a marker. Distribute a copy of Handout 21.1 to 2 of the 8 groups, 21.2 to 2 groups, 21.3 to 2 groups, and 21.4 to 2 groups. Ask the students to identify the areas or individual countries which, based on the information contained in the map, fit within each of the 2 categories relating to hunger. Ask the students to identify the information which gives rise to their answer.

5. Allow the students approximately 10 minutes to complete their task and identify and list on the sheet of paper the countries or regions falling into each particular category. When the groups have completed their work, ask each group to share its findings with the rest of the class. As each group identifies the countries falling into each vulnerability category, ask them to state the basis for their decision. Students lists will vary depending upon how each group views the information. The critical aspect is the process of identifying the impacts of the various factors on the issues of food.

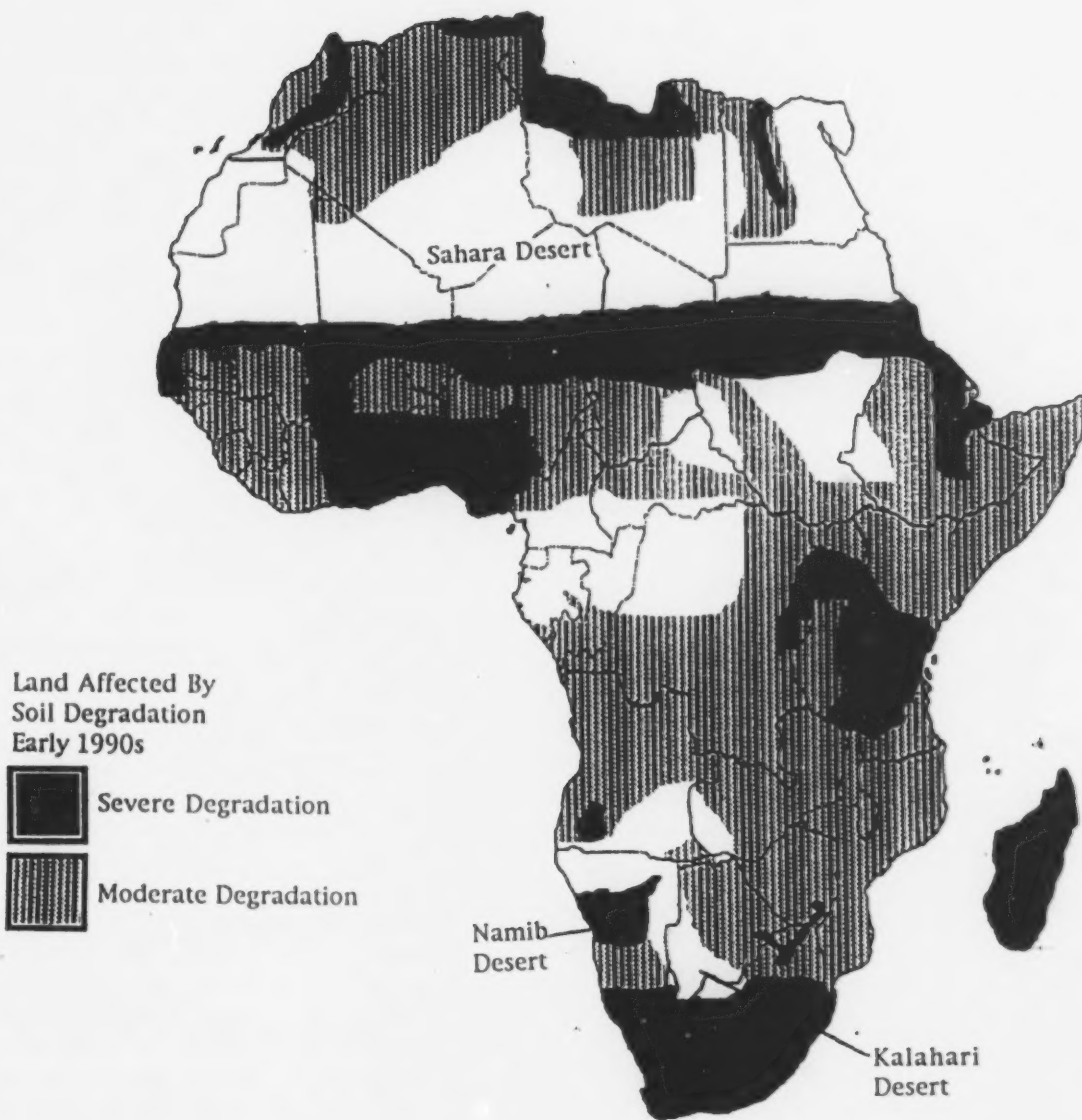
6. As a class, attempt to reach a consensus on a list of countries in each category.

7. After all 8 groups have shared their information, hold a class discussion by asking the following questions.

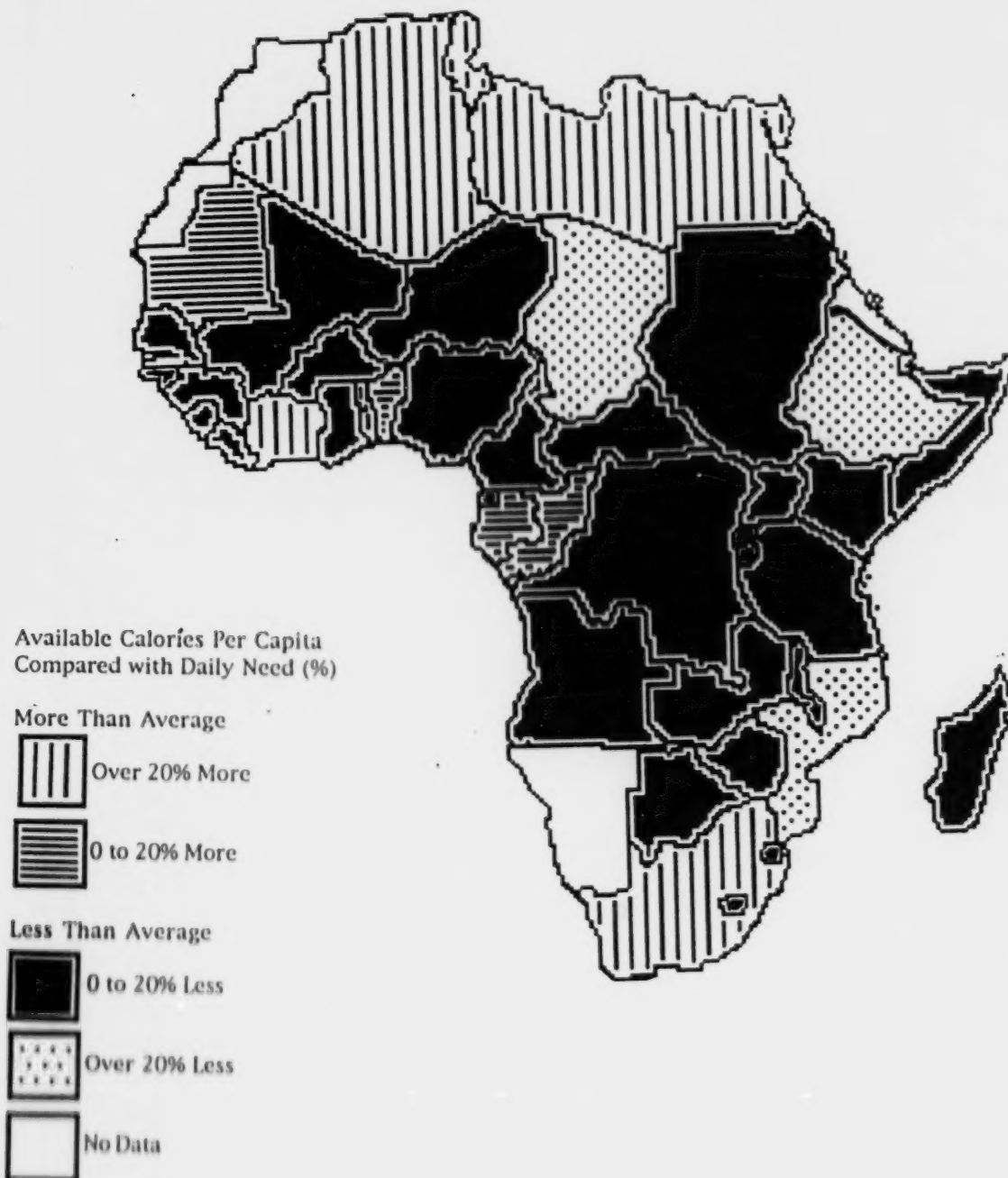
- How many countries in Africa are currently at some risk of experiencing a food shortage?
- What specific condition(s) did you identify which would lead to such a shortage?
- Are the conditions the same for each country? What circumstances are different? Why are they different?
- What, if anything, could the individual countries have done to avoid the problems. Are some conditions beyond the ability of a country to control? Which ones?
- What other issues are related to the food issue? How is each other issue related to the food issue?
- What other countries have people who suffer from hunger? Are the conditions or circumstances in those countries the same as in Africa? What differs?
- What should be the role of wealthier countries like those in Europe or the United States or Japan with respect to the food situation? Should such countries do more? If so, what? Should they provide more money? More food?

8. To conclude the activity, ask each group to assume the role of the central committee in the Ministry of Agriculture of one of the countries identified as "Vulnerable." As members of the committee, they are responsible for improving their country's food situation. Ask each "Ministry" committee member to prepare a detailed written description of the one single action their country should undertake to improve the food supply. Have the individual groups share their chosen actions, and discuss each in terms of reasonableness and feasibility.

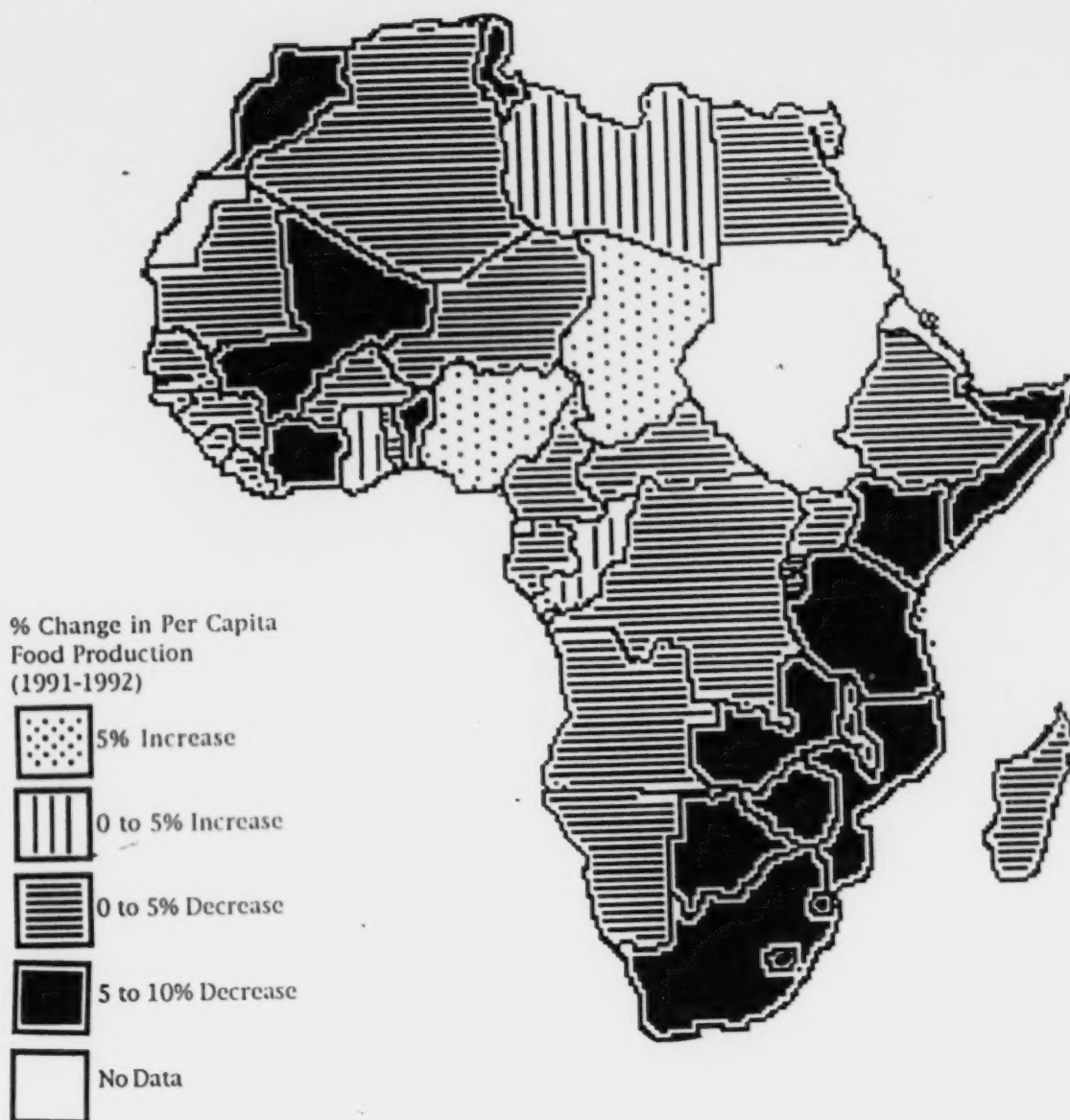
SOIL DEGRADATION IN AFRICA



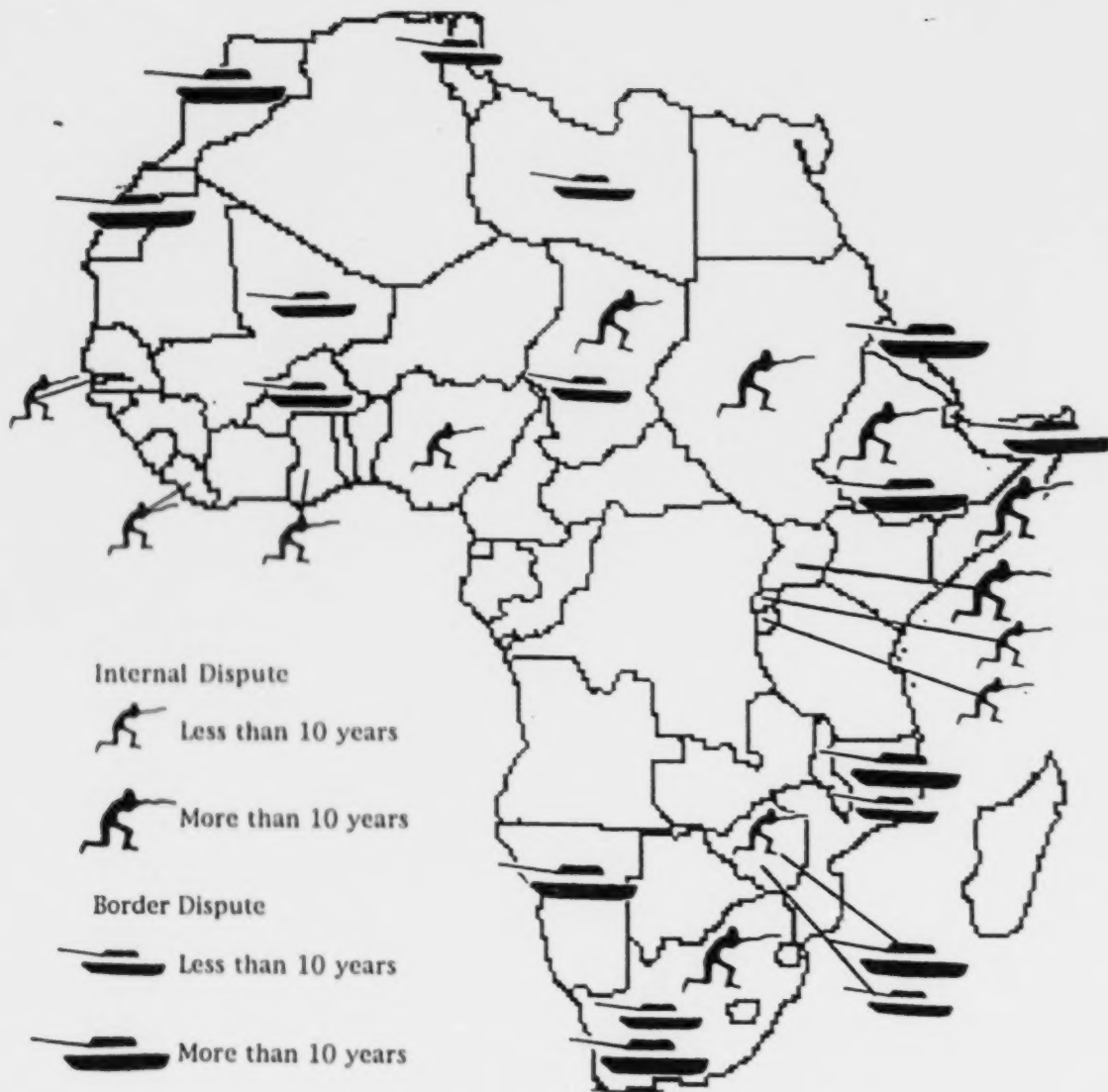
FOOD NEED IN AFRICA



FOOD PRODUCTION IN AFRICA



HOSTILITY IN AFRICA



POINTS OF VIEW

Introduction

When a conflict between nations or within a nation occurs there are usually numerous perspectives from which the conflict can be viewed, as well as a number of alternative potential courses of action, ranging from the provision of some form of aid to direct military intervention. Typically each of the parties involved, and those parties viewing the situation from the outside, has a distinct point of view. This is true for any major issue or dilemma. A valuable lesson for students is that a situation or an issue should be analyzed from a variety of points of view. There are numerous conflicts throughout the world, that illustrate this lesson. This activity enables students to assess two African hot spots from several different perspectives.

Objectives

Students will be able to:

- Study a specific conflict in Africa from different points of view.
- Develop the skill of viewing an issue/conflict from different perspectives.
- Identify geographical, political, social and economic factors involved in a specific conflict.
- Appreciate the complexity of a conflict situation in Africa.

Grade Level

7-12

Time

Two class periods

Materials

Handout 22.1, "Mapping-Points of View"
Handout 22.2, "Points of View: Angola"
Handout 22.3, "Points of View: Eritrea"
Butcher paper
Marking pens
Transparency of Handout 22.1

Procedure

1. Present students with the following scenario (or a similar one):

A high school student wants to leave school in the midst of her/his junior year to get a job and move into an apartment with her/his significant other who is not a student.

Ask the students to identify the individuals who would be involved in such a situation (parents, the student, the significant other, school counselors, friends, siblings, etc.). List them on the chalkboard. Discuss with students what the likely sides or perspectives might be for each of the parties involved and why there is no single perspective from which the situation can be viewed. Explain to students that the international system is similar in that international conflicts must be viewed from several different perspectives.

2. Distribute copies of Handout 22.2 to the students. Ask students to read the information sheet and complete the information on the handout. When all students have completed the handout, review it with them using the teacher guide provided.

3. Divide the group into several smaller groups, and provide each smaller group with a copy of Handout 22.1. Instruct the students that they are going to "map" the conflict in Angola. Inform the students that the more directly involved the particular actor is, the closer it should be to the country in the center. Instruct students to include the actors discussed in the reading, as well as any others they may know. Using the transparency of Handout 22.1, complete the "map" of the Angolan situation with the class. Use the Guide to assist you.

4. Once you have completed the "map" of Angola, provide students with a copy of Handout 22.3 and a clean copy of Handout 22.1. Instruct them to complete Handout 22.1 for Eritrea. Allow students 5-10 minutes to complete their "map" and then ask individual groups to present their maps.

5. Ask students to identify the reasons or causes for involvement by each nation or actor in the conflict. (Possible reasons include geographic interests, political interests, economic interests or social/ethnic). Instruct students to write the reason or cause for involvement on the newly-created "map" in the space of the particular nation or actor.

6. Have the smaller groups discuss the various reasons/causes and reach consensus for their particular situation.

7. Conclude the activity by discussing the following questions:

- Is the conflict resolved? Why or why not?
- If not, is resolution achievable? How?
- Do any of the actors share identical points of view? Similar?
- Is there more than one reason for involvement. Does the reason/cause for becoming involved relate to the degree of involvement? How?
- Is this model useful for local conflicts? National ones? Personal ones?

Extending the Activity

1. Have students create similar maps for situations in which they have been involved.

2. Have students create such maps for other conflicts they learned about in their study of Africa. Other conflicts could also be researched and analyzed in similar a fashion. Additional suggestions include:

a. Namibia (Southwest Africa)

Points of view might include SWAPO, South Africa, Angola, Zambia, Tanzania, the former USSR, U.S., and Cuba

b. South Africa

Points of view include the ANC, ARM, the Inkatha Freedom Party, the PDP, Zimbabwe, the U.S., other black Africa nations, and Israel.

Answer Key

The answers for the two handouts are as follows:

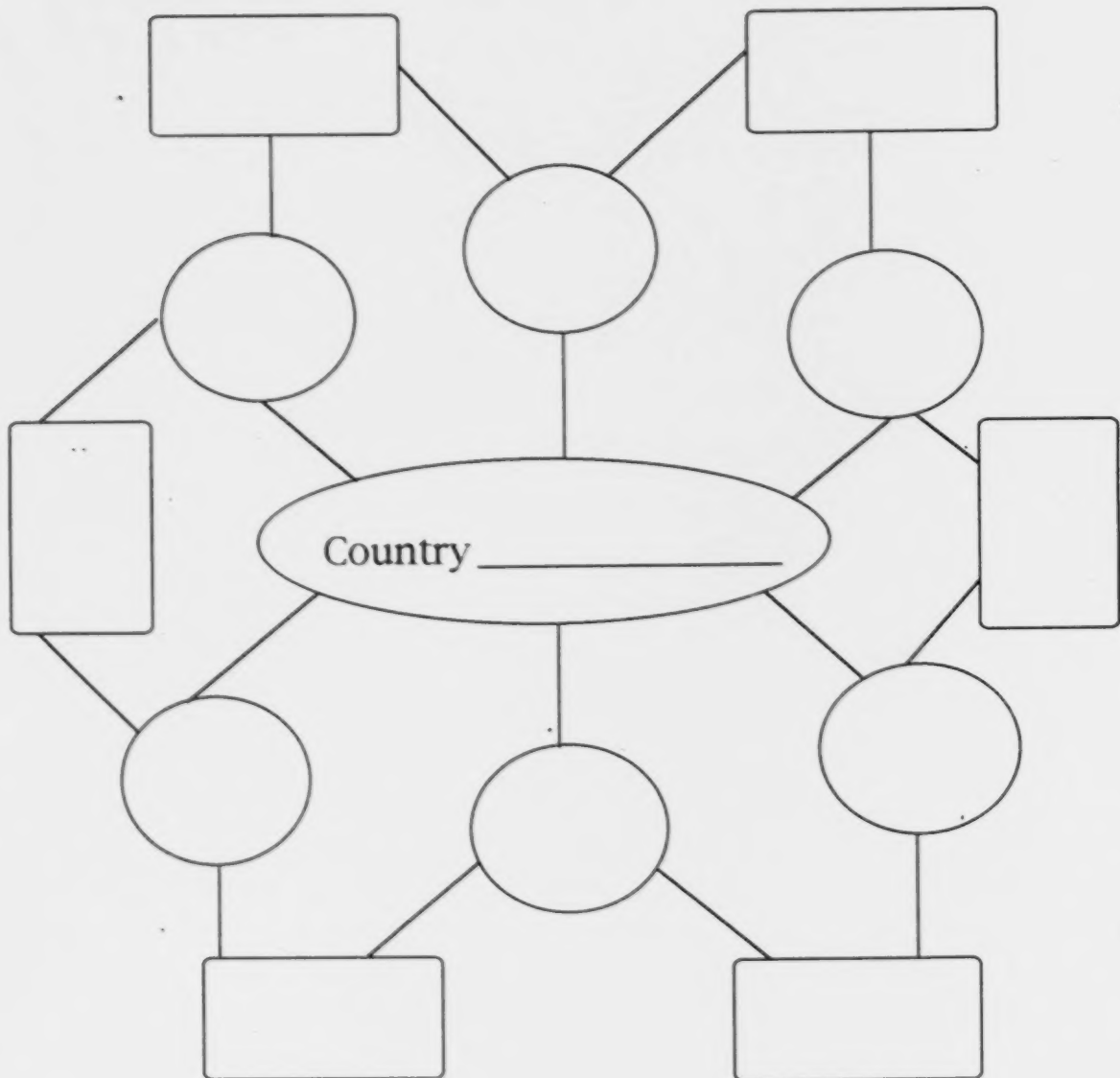
Eritrea

1. Italy
2. Great Britain
3. United Nations
4. Ethiopia
5. Eritrea
6. Tigre
7. Ethiopia/Somalia

Angola

1. Cuba
2. Portugal
3. South Africa
4. UNITA
5. United States
6. former USSR
7. UN

MAPPING POINTS OF VIEW



POINTS OF VIEW: ANGOLA

The country known as Angola is located on the west coast of Southern subSaharan Africa. Its richness of oil reserves and agricultural potential along with an abundance of natural resources drew the attention of outside influences first during the fifteenth century. Portugal initially made contact with the coastal peoples, including the powerful Kongo Kingdom, for peaceful trading purposes in 1483. However, the primary export from the region from the 1500s to the mid-1800s was slaves. Exploitation continued in the nineteenth century as the Portuguese developed agricultural and mining systems, forcing Angolans into slavelike labor conditions. During this period the Angolans were outwardly encouraged to learn Portuguese and practice Catholicism, while actually very little was offered in the way of promoting real educational opportunity, especially in the interior. It is argued the mission system actually aggravated ethnic rivalries among the educated elite.

Three major liberation movements grew out of the oppressive Portuguese rule, the National Front for the Liberation of Angola (FNLA), the Popular Movement for the Liberation of Angola (MPLA), and the National Union for the Total Independence of Angola (UNITA). Armed struggle for independence from Portugal began in 1961. The fight was long and bloody, further hampered by rivalry among and within the liberation forces themselves. Independence was gained from Portugal in 1974 amid great expectation by the Angolan people for peace, freedom and prosperity. While initially seeking a united national following and creating a provisional national government, the factions split ultimately into ethnoregional cores of support by 1975. Conflict resumed with each faction developing outside support.

Originally limited to the northern Kongo-speaking population, the FNLA received covert support from the United States followed by consistent backing from Zaire. The FNLA-led uprising in 1961 in the north began the struggle against Portuguese rule. Rebel FNLA factions were thought to have massacred Angolan plantation workers as well as their foreign owners. FNLA-UNITA forces were assisted by South African troops in 1975, resulting in the withdrawal of Chinese and African support and U. S. Congressional termination of direct involvement. By 1978 FNLA resistance was overcome.

UNITA became a splinter faction of the FNLA in 1966. It consisted largely of Ovimbundu-speaking peoples from the south-central plateaus. UNITA received its arms from Maoist China, via Zambia. UNITA is accused of conspiring with the Portuguese in attacks on the MPLA. From 1978 until the late 1980s, UNITA maintained its South African level of support, logistically, along with repeated invasions and sabotage in the south. U.S. support for UNITA resumed in 1986 following a visit to the U.S. by UNITA leader Jonas Savimbi.

The MPLA, establishing a Soviet-bloc backing, incorporates Kimbundu speakers and assimilated elite around Luanda, the capital, and west of the capital in the interior. Unrest in Luanda led by MPLA rebels coincided in 1961 with FNLA uprisings in the north at the outset of armed struggle against Portugal. In 1975 Cuba sent 18,000 to 20,000 troops to Angola as support for the MPLA in response to the FNLA-UNITA forces backed by South Africa. South Africa, wishing to avoid war with Cuban forces, withdrew its conventional forces in March 1976. The UN recognized the MPLA's "People's Republic" by 1977. Jose dos Santos became president of Angola in 1979. Cuban troop support grew to some 50,000 by 1988.

Steps toward peace among Angolan, Cuban, South African, and U.S. representatives, followed an escalation of the fighting in 1987 and 1988. Slow progress eventually resulted in an agreement among the factions in April 1991 leading to a UN-supervised cease-fire initialed between MPLA President dos Santos and UNITA leader Savimbi. Elections were held in September 1992 with MPLA receiving an electoral victory. UNITA's rejection of the election results has resulted in further bloodshed. Peace efforts are continuing.

Instructions: Write the name of the country or entity described in the blank provided by each statement.

1. _____ Troops were sent from this country to support the Marxist movement (the Popular Movement for the Liberation of Angola, the MPLA) in the civil war which proceeded independence.
2. _____ Maintained control of Angola until independence was achieved in 1974, following thirteen years of fighting among Angolan factions and the colonial government.
3. _____ Troops from this country provided military support for two of the anti communist groups (UNITA and FNLA) seeking power following independence in 1975.
4. _____ This organization refuses to acknowledge the Marxist government and continues to wage war in the country; also refused to accept defeat in 1992 multi-party elections, the first in the country's history.
5. _____ This western nation provided military and financial support for the anticommunist factions during the civil war following independence.
6. _____ This former communist nation cooperated with the United States to negotiate an end to foreign involvement in Angola in 1988.
7. _____ This international organization has threatened to withdraw its support if the two warring factions (MPLA and UNITA) cannot reach some sort of accord to end the violence.

Adapted from Ramsey, Dr. Jeffress, Global Studies Africa Fifth Edition, Guilford, CT: The Dushkin Publishing Group Inc., pp. 142-144.

POINTS OF VIEW: ERITREA

A major factor in the dispute over the control of Eritrea is the fact that if Eritrea is recognized as an independent country, Ethiopia would become a landlocked nation. Serious economic implications resulting from this situation are manifest in the decisions being made by the government of Ethiopia.

Colonization of Eritrea took place by the Italians in 1890. It is the Italian influence in the way of training and education that separates the Eritreans and the Ethiopians. Another factor contributing to the success of the Eritrean movement is that while Eritrea has a high degree of diversity, Eritreans are neither ethnically nor religiously divided. Commonality of history and alliance against Ethiopia have been unifying factors. Eritrean rebels, driven by the will to succeed, are one of Africa's most powerful groups, well-armed and well-disciplined.

Eritrea, controlled by the British in World War II, was awarded by the United Nations to Ethiopia in 1952. Ethiopia argued in its petition to the British government for the return of Eritrea due to the importance of access to the sea for connections abroad. Britain complied instructing Ethiopia to allow internal self-government for the Eritreans. In the succeeding ten years, however, Ethiopian control over Eritrea did not decrease. In 1962, Ethiopia annexed Eritrea against its will, and war began immediately.

Eritrea and Ethiopia suffered drought and severe famine in the subsequent years. World attention focused on the area during the 1980s. Until recently the outside world including the U. S. and OAS viewed the Eritrean-Ethiopian situation as an internal conflict. External interference in changing African political boundaries has been perceived as detrimental to the stability of the entire region.

Despite substantial foreign technical assistance, Eritrea struggles to feed its population. To promote development, Eritreans hope to attract foreign investment in Eritrean industries such as tourism, agriculture, and fishing.

Recent events in Eritrean history have resulted in moves toward a peaceful resolution to the problem. In 1991, Eritrean rebels captured Asmara, and Tigrean rebels captured Addis Ababa, the capital of Ethiopia. Eritrea was granted independence from Ethiopia in 1993. Eritrea immediately formed its own government and severed communication with Ethiopia. Peace is accompanied by miserable economic conditions. The world community awaits the outcome of rebel control of Eritrean affairs. Control of the government remains in the hands of the rebel forces who won the war and movement towards free election is a slow process.

Adapted from Rand McNally World Facts and Maps 1994 Edition, Rand McNally and Co., 1994, p.21.

Instructions: Write the name of the country or entity described in the blank provided by each statement.

1. _____ This western European nation claimed the land now known as Eritrea in 1890.
2. _____ This western European island nation controlled Eritrea during World War II.
3. _____ This international organization awarded Eritrea to Ethiopia in 1952, with the proviso of allowing Eritreans internal self-government.
4. _____ This neighboring African nation illegally annexed and took full control of Eritrea in 1962.
5. _____ Rebels from this internal organization initiated an ensuing war in 1962.
6. _____ Factions of this rebel group captured the Ethiopian capital of Addis Ababa in 1991.
7. _____ Sovereignty over Eritrea shifted between these two area nations from 1557

WHO SHOULD GET THE AID?

Introduction

Foreign aid is the transfer of money, goods, or services from one country to another. Like other developing nations, many of those in Africa receive aid of some sort from other countries and organizations. As aid recipients, the African nations often face the dilemma of giving up a degree of independence or sovereignty when receiving aid if conditions for receiving requested or needed aid are imposed. As donors, powers like the United States, Britain, Japan and others must consider several factors in determining which nations to aid.

Objectives

Students will be able to:

- Analyze the factors involved in determining which nations receive aid.
- Select specific nations as aid recipients.
- Assess the dilemma faced by African nations in deciding from whom to accept aid.

Grade Level

7-12

Time

One to two class periods

Materials

Handout 23.1, "Who Should Get the Aid?"
Handout 23.2, "Factors of Aid Checklist"

Procedure

1. Discuss with students how certain nations, particularly in the developing world, often must rely on aid from other nations. Ask students to identify types of aid (e.g., financial, technological, food, etc. and list these on the chalkboard). Ask students which nations would most often be the donors of each type of aid. Discuss generally how the nations seeking aid must consider the advantages and disadvantages of receiving aid, and how the donors must also assess the advantages and disadvantages of giving aid to certain countries. In order to assess this, specific factors are considered. Share with students some of the the factors that are often considered (e.g. form of government, alliances, resources, investment climate, population, etc.) Finally, ask them to label each factor as an advantage or disadvantage.
2. Arrange students into groups of four or five each. Distribute a copy of Handout 23.1 to each group. Instruct each group to read the handout and make the following decisions for each country: Is aid needed? What type? How much? From whom should aid be sought?
3. Inform the class that each group of students is a committee of aid representatives from a potential donor (country or organization). Instruct them that they will be deciding to whom aid will be provided, how much and for what purposes. Tell the class their individual group's budget will not permit full aid to all of the six requesting nations in the amounts sought. Therefore, have each group first determine which of the nations will be aid recipients. They should be prepared to explain and defend their choices.

4. Provide each group with a copy of Handout 23.2, and ask them to use it as a guide for their aid decision. Inform the students that they should indicate which of the 5 factors apply in each case.

5. Have each group prepare a list of its selected aid recipients, and how much aid and for what purposes it is allocated. Have the groups make a brief presentation to the class regarding the decision and the reasons for their decisions. After all presentations, ask the students the following questions:

- Were all nations worthy of receiving aid? What made some nations "more worthy?" Less worthy?
- Was any single factor most important? Which one? What other factors did you consider? Why those factors?
- If you could designate the aid for a specific area, which area would you identify? Why?
- Where does the money for such aid originate?
- What other information would you like to have to make your decision? Where would you acquire that information?

Extending the Activity

1. Have students investigate sources of aid other than the major powers. Concentrate on international agencies like the World Bank and the International Monetary Fund.

2. Have students examine the ramifications of a loan default by one of these countries. How will this affect the world economy?

WHO SHOULD GET THE AID?

Country #1

This nation has great economic potential with petroleum and mineral reserves still mostly undeveloped due to political instability. It is a landlocked country, drastically affected by recent drought. More than 75 percent of this country's inhabitants live in absolute poverty. Ninety-six percent of the people are engaged in subsistence agriculture and the literacy rate is 17 percent. A catastrophic famine in 1992 resulted only in limited outside aid. Since obtaining independence from France in 1960, long, drawn-out conflicts have caused immense suffering for the people. Over the past few decades aid has been targeted towards political conflicts at the expense of humanitarian causes. The current leaders' bankrupt regime is hard-pressed to maintain law and order. Armed bandits, rebels, and warlords maintain a level of constant uneasiness. The per capita GNP has a negative growth rate of -2.1 percent with total debt making up 47 percent of the national GNP. The population of 6.5 million has a growth rate of 2.6 percent with a high rate of infant mortality and a low life expectancy.

Country #2

This country meets most of its own food needs and grows coffee, cotton, and tea commercially. It is rich in natural and human resources, yet maintains a total debt which is 109 percent of GNP. Per capita GDP is \$300. After invading its southern neighbor in 1978, a full year of subsequent fighting and internal strife finally ended dictatorial rule. Four governments have been in power since, including repressive regimes which exercised massive interethnic violence. Estimates range from 50,000 to one million citizens having been killed by death squads. A new government in power since 1986 has made considerable progress, but faced with drought, shortages of food and medicine, and political and social unrest, this country of 20 million inhabitants is in desperate need of assistance. Life expectancy is only 47 years. The population also faces an acute AIDS epidemic with over 800,000 citizens recently testing HIV positive.

Country #3

Located in central Africa with a population of almost 43 million, this nation's foreign debt stands at \$5 billion. Although agriculture is the main employer, its economy is dominated by mining, with vast deposits of copper, petroleum, cobalt (60 percent of the world total) and diamonds. However, this potential has not been realized due to governmental corruption and mismanagement of government-owned businesses. A once impressive road system has almost totally deteriorated since independence. The economy has declined since 1970 when the country had a solid trade balance, monetary reserves, and even exported food. Now one third of its earnings are spent on importing food. While maintaining a growth rate of 3.3 percent, life expectancy is 52 years, and the infant mortality rate is 93 percent. The current leader is charged with widespread corruption and is clinging to his seat despite recent rioting and violence. Human rights abuses have gained worldwide attention, leading to Western aid and development assistance being greatly reduced since 1992.

Country #4

This is perhaps the only nation which could aspire to be a regional power in tropical Africa. It is the most populous African country with over 98 million people and a growth rate of 3.1 percent. This nation of 316 persons per square mile is well known as a cultural center. Oil accounts for 95 percent of its exports. Subject to the fluctuations of the world oil market, this nation's fortunes rise and fall. The 1970's oil boom came to a rapid end producing a dramatic decline in this country's economic health. Slumping reserves in 1982 led to temporary import restrictions which are just now making a comeback. There are over 100 United States businesses located here, mostly in petroleum, and it is the second largest supplier of oil to the U.S.A. after Saudi Arabia. Currently this nation receives aid equal to only 0.8 percent of its GNP, but the unstable oil market may create greater need for assistance in the future.

Country #5

In 1965 this country declared its independence, but its control by a white minority government led to economic sanctions by the United Nations. On April 18, 1980, this nation achieved total independence with black majority leadership; however, internal unrest is still prevalent. Since the most recent successful coup in 1985, human rights are respected relative to most surrounding countries, although student protests have been treated harshly and journalists with opposing views have been arrested. The economic picture is potentially bright with chief commercial products being tobacco, cotton, chrome ore, gold, and light manufactured goods. Although landlocked, a good transportation system exists. The literacy rate of the 11 million population is 62 percent. The per capita GDP is \$613.00. Aid was promised by the United States in 1980, and in 1982 a drought drew humanitarian aid. Although this nation has a promising future, national debt comprises 57 percent of the nation's GNP.

Country #6

This West African nation has been economically unsound since independence in 1957, although slow but steady economic growth has occurred since the mid-1980s. Its leader from independence until 1966 ran the country into debt, and corruption with harassment of political opponents was commonplace. Currently under a military dictatorship, political stability is uncertain and coups are a regularity. In the past, gold was a valuable resource but the nation's reserves are almost depleted. The nation has traditionally relied on export of cocoa (45 percent of exports), and an agricultural base, but 40 percent of the population lives in poverty. It is difficult to buy even the most simple household goods without waiting in line for extended periods of time although there has been much improvement in the last several years. The population is divided almost evenly between Islam and Christianity. Aid and assistance received from the former Soviet Union and China has tapered off since the end of the cold war. Foreign aid is needed, but the nation's instability might deter investors.

FACTORS OF AID CHECKLIST

Use the grid below to identify the factors which might impact your decision to provide aid to any of the six countries. In the spaces below, indicate whether and which of the factors are applicable to the aid decision for each country.

Factors	Country 1	Country 2	Country 3	Country 4	Country 5	Country 6
Economic Need						
Type of Government						
Political Stability						
Resources						
Population						
Economic Potential						
Other Considerations (specify)						

FROM AN AFRICAN PERSPECTIVE

Introduction	Most African nations, with the exception of South Africa, are considered members of the Third World and are classified as less developed countries (LDCs). These nations have made economic development their top priority. To facilitate this development, in 1974 over 130 Third World nations formed what was known as the Group of 77 (G-77) and demanded a New International Economic Order (NIEO). Unfortunately for these nations, the promise and demands of the NIEO have not yet been realized. Both the NIEO and G-77 celebrated their thirtieth anniversary in 1994, and the LDCs of the world, including most African nations, continue to seek a "new world order which will enable them to participate more equitably in the global economy." In this activity, students will seek to understand and examine the specifics of this proposed new order and its prospects and provisions. Refer to "Teacher Information" for additional facts.
Objectives	Students will be able to: • Assess the need for a "new world order." • Develop an African economic perspective. • Identify problems faced by less developed countries and the possible responses of the developed world.
Grade Level	9-12
Time	One to two class periods
Materials	Handout 24.1, "Africa by Graph" Markers Butcher paper or newsprint
Procedure	1. Begin the activity by asking students to identify basic trends in Africa with respect to such issues as population growth, development, etc. Briefly discuss the trends mentioned, the source of their information, its reliability, etc. Then divide the class into groups of four or five students. Provide each group with copies of Handout 24.1, "Africa by Graph." Instruct the students that they should examine each of the graphs carefully; paying particular attention to the relative situation of Africa. 2. When all student groups have completed Procedure 1, provide each group with a sheet of butcher paper or newsprint and a marker. Ask each group to assume that they are representatives of African nations who are to meet with representatives of several developed nations. In preparation for that meeting, each group is being asked to prepare a list of <u>three</u> demands to be made of the developed nations. Inform the students that their demands should be based on information they have obtained from the various graphs. 3. Ask the student groups to write their demands on the butcher paper or newsprint in order of importance, with the most important being listed first. Also, ask them to be as specific as possible in their demands.

4. When all groups have completed their lists of demands, have each group present its three demands and explain each in terms of why they are important, what they expect them to accomplish, and how they expect each to be accomplished.

5. When all groups have provided lists, ask the class to arrive at consensus on three demands to be presented to the developed nations.

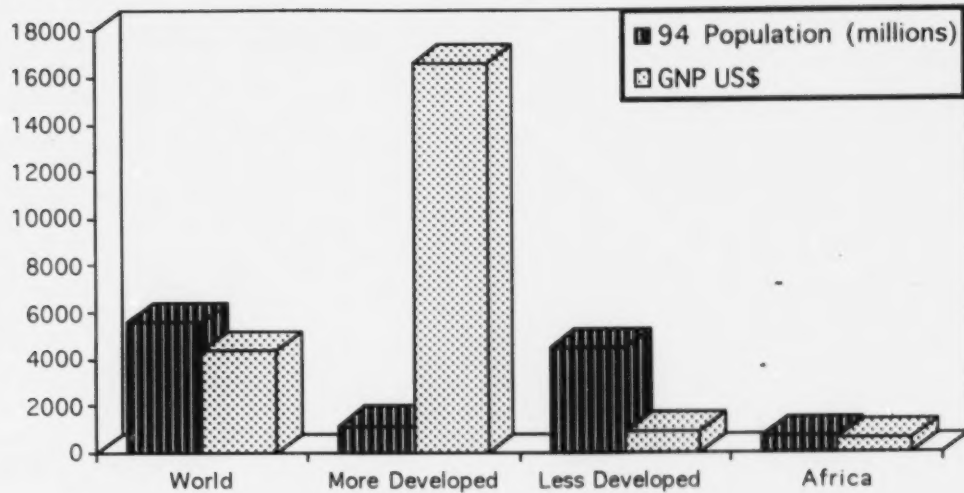
6. Hold a class discussion, asking:

- What trends are evident with respect to Africa's general population growth? Extent of debt? Production?
- If you were an African, which trends would most concern you? Why?
- Are the trends surprising? Why or Why not?
- What is significant about the graph showing external debt? Why is it significant?
- Is Africa doing better now than in the 70s? Why did you answer as you did?
- What statistic do you find most telling for Africa? Why?
- As a leader in Africa, what kind of aid would you seek and from whom would you seek it? Why?
- What do you think would be the response of the developed nations to your demands? Why?
- Do the developed nations have an obligation to Africa to fulfill their demands? Why?

Extending the Activity

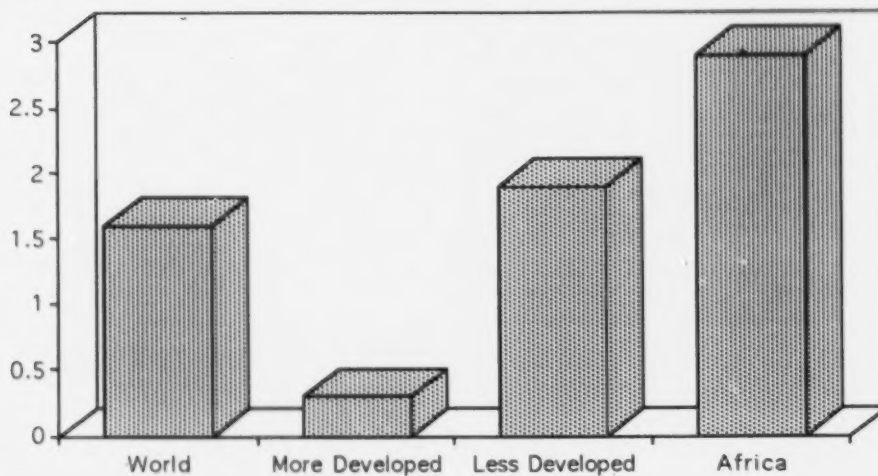
Have a group of students assume the role of a committee of representatives of developed countries and decide which of the demands presented by the developing countries are reasonable enough to support in light of the current financial situations and limitations of the developed world.

1994 Population and GNP



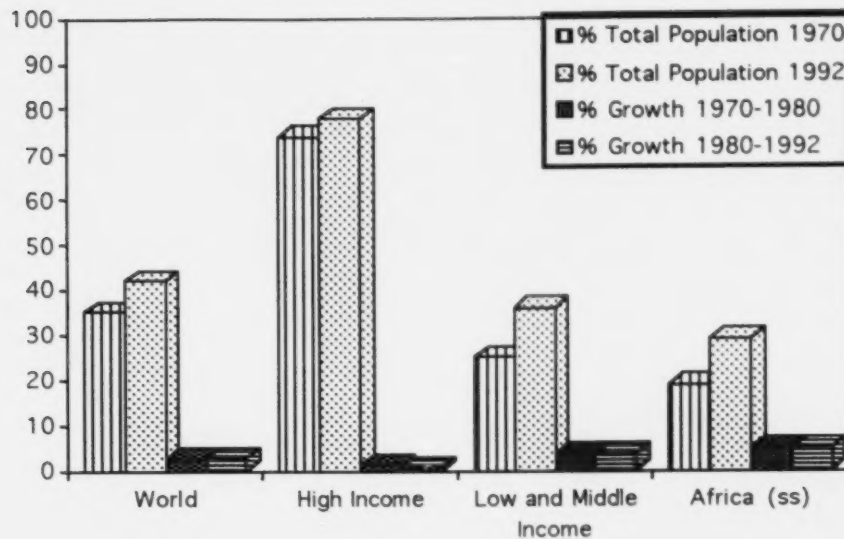
Data from World Population Data Sheet, 1994 from Population Reference Bureau, Inc.

Population Growth: Annual Increase (%)



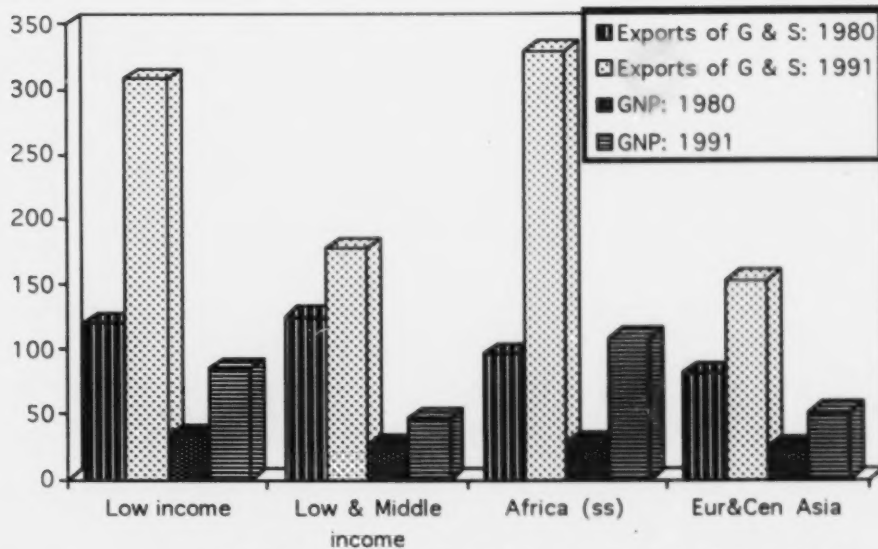
Data from World Population Data Sheet, 1994 from Population Reference Bureau, Inc.

Urban Population



Data compiled from World Development Report, 1994, Oxford University Press, 1994, pp. 222-223.

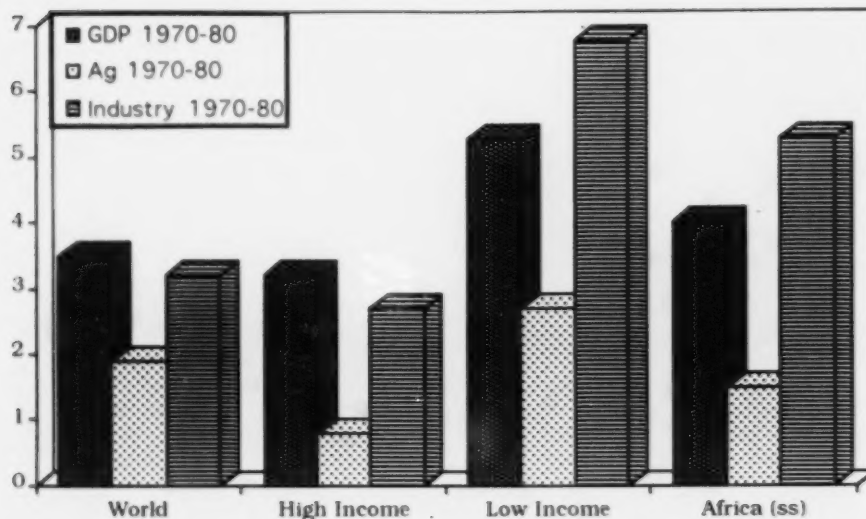
Total External Debt as a % of:



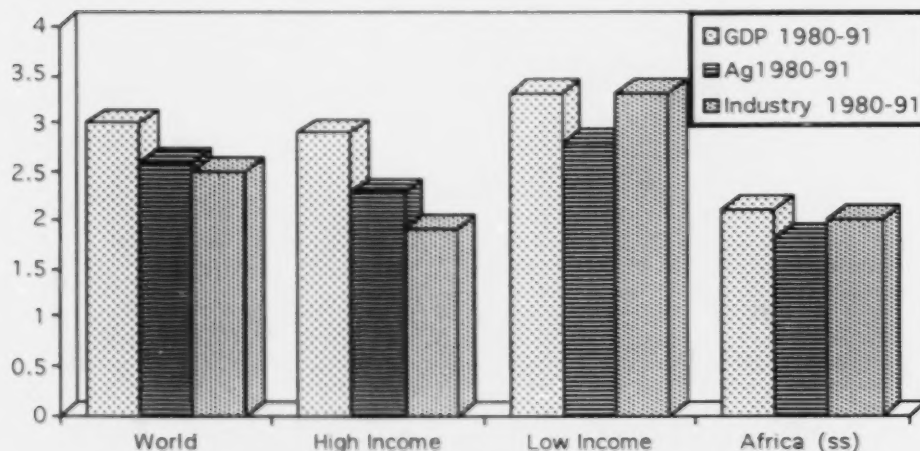
Note: G & S = Goods and Services, Eur & Cen Asia = Europe and Central Asia, Africa (ss) = sub-Saharan Africa

Data compiled from World Development Report, 1990, pp. 224-225, and 1993, pp. 278-279.

Growth in Production (annual average %): 1970-1980



Growth in Production (annual average %): 1980-1991



- Notes:
- 1) Low Income data for 1970-80 includes 1965-1980
 - 2) Ag = growth rate for agriculture
 - 3) Industry = total growth in industrial sector, including manufacturing
 - 4) Africa (ss) = subsaharan Africa
 - 5) Some data in 1980-1991 graph includes only up to 1988

- Data:
- 1) World Development Report, 1993, World Bank, Oxford University Press, 1993, pp. 240-241.
 - 2) World Population Data Sheet, Population Reference Bureau, 1993.

SUDAN AND THE ECONOMICS OF PEACE

Introduction

Sudan is the largest country in Africa. It is also one of the most troubled. Since 1983, government forces from the north have been engaged in a war against rebel forces in the south. Over 1.3 million people, the majority of them civilians, have been killed in the conflict. In this activity, students role play United Nations officials and Foreign Trade Ministers and explore a suggested solution to the civil war - a boycott of Sudan's exports which help pay for arms used by the government forces.

Objectives

Students will be able to:

- Better understand one of Africa's most troubled countries.
- Appreciate the dilemmas posed by international boycotts.
- Better understand the nature of peacemaking in the post-Cold War world.

Grade Level

9-12

Time

Two class periods

Materials

Handout 1.3, "Africa Political Map," or large wall map of Africa
Handout 25.1, "Sudan's Civil War"
Handout 25.2, "Role Assignment--United Nations Official"
Handout 25.3, "Role Assignment--Foreign Trade Minister"
Teacher's Guide: Conceivable Arguments For and Against the Boycott

Procedure

1. Begin the activity by asking students to define the term "boycott." The *American Heritage Dictionary* provides the following definition: "To abstain from using, buying, or dealing with, as a means of protest." Have students provide examples of boycotts from the past or present, and explore whether they have participated in any boycotts. Some examples include South Africa, the 1980 Olympics, Cuba, and Haiti. Inform the students that in the following activity they will consider the consequences of participating in an international boycott.
2. Using the wall map or copies of Handout 1.3, ask the students to locate Sudan on a map of Africa. Distribute Handout 25.1, "Sudan's Civil War," read it with the students, and answer any questions they might have.
3. Divide the students into groups of five students per group. For ease of organization later, create an even number of groups and provide each group with a number. Instruct the groups that they will be acting as UN officials or ministries of other nations who are all deciding whether to support a boycott of Sudan's exports. Give the groups sufficient time to discuss conceivable arguments for and against boycotting Sudan's goods. If necessary, help the small groups by drawing upon the arguments listed in Handout 25.4, (Conceivable Arguments For and Against the Boycott). Ask each small group to write a declaration of their intention to boycott or not boycott Sudan's goods once they have identified four or five arguments.

4. Inform one half of the students, groups two, four, and six, for example, that they are about to assume new roles as Foreign Trade Ministers from either Kuwait, Britain, Egypt, Libya, or Saudi Arabia. Further, inform them that their responsibility will be to determine and represent their nation's interests as they negotiate with groups one, three, and five, whose members will attempt to convince them to sign their declarations. Next, in preparation for the negotiations, provide each member of group two, four, and six with one of the five roles on Handout 25.3, "Role Assignment --Foreign Trade Minister" and provide each member of group one, three, and five with a copy of Handout 25.2, "Role Assignment - U.N. Official." Pair up group one with two, three with four, and five with six.

5. At this point, groups should be paired off along the following lines:

Group	Identity	Primary Responsibility
One	UN Officials	To convince the foreign trade ministers to sign their declaration.
Two	Foreign Trade Ministers	1. To determine and represent their respective nation's interests. 2. To decide whether to sign group one's declaration.
Three	UN Officials	To convince the foreign trade ministers to sign their declaration.
Four	Foreign Trade Ministers	1. To determine and represent their respective nation's interests. 2. To decide whether to sign group three's declaration.
Five	UN Officials	To convince the foreign trade ministers to sign their declaration.
Six	Foreign Trade Ministers	1. To determine and represent their respective nation's interests. 2. To decide whether to sign group five's declaration.

6. Provide time for the UN officials to write convincing declarations and to organize their presentations. At the same time, encourage the foreign trade ministers to talk among themselves about the boycott and to identify issues they want to raise with the UN officials.

7. Divide the classroom into three sections and ask each pair of groups to arrange their desks into three separate circles. Next, ask group one to present its declaration to group two, group three to group four, and group five to group six. Afterwards, ask the foreign trade ministers to raise questions about the declarations and allow the groups to debate the issues. Once the discussions subside, ask the foreign trade ministers to decide whether to sign the declarations or not.

8. Ask each pair of groups to switch roles, one, three, and five become foreign trade ministers, and two, four, and six become UN officials. Again, provide time for each group to consider their new identities, to organize their thoughts, and to prepare their presentations. Conduct the negotiations one more time.

9. Ask the students to return to their original seats and ask representatives from each group to summarize their negotiations for the class.

10. Conclude the activity by discussing the following questions:

- Did your group work well together? Why or why not?
- What type of skills do these types of negotiations require?
- How would you assess your group's and your individual negotiation skills?
- Can people improve their negotiation skills? If not, why? If so, how?
- What are the most convincing arguments for supporting the boycott?
- What are the most convincing arguments against supporting the boycott?
- Which role proved most difficult to play? Why?
- If set into motion, do you think the boycott would help end Sudan's civil war? Why or why not?
- Do you think the boycott will be set into motion? Why or why not?

Extending the Activity

1. Time permitting, encourage additional research. For example, encourage the students to research Sudan's civil war, the relationship between Sudan and the five countries - Kuwait, Britain, Egypt, Libya, and Saudi Arabia - or the relationship between Sudan and their country.

2. Encourage the students to monitor developments in Sudan through a publication such as *The Christian Science Monitor*.

Note: The idea for this activity stemmed from Press, Robert M. "Sudan Peace Talks Stall, As War Continues Its Toll," The Christian Science Monitor (August 2, 1994): 8.

SUDAN'S CIVIL WAR

Located in Northeast Africa, Sudan is the largest country in Africa. It is also one of its most troubled. Sudan's long-standing economic difficulties have translated into widespread poverty; the average life expectancy in Sudan is 51 years and the nation's literacy rate is 23 percent. Sudan's poverty exacerbates conflicts between the Sudanese in the north, who are primarily Islamic, and the Sudanese in the south, who are primarily Christian. In short, rebels from the south, the Sudanese People's Liberation Army or the SPLA, seek greater regional autonomy and freedom from Muslim law. The government favors a more unified nation with limited freedom for southern regions and insists on Muslim law for Muslim majority areas including the south.

Since 1983, as a result of these differences, government forces from the north have been engaged in a war against rebel forces in the south. Thus far, approximately 1.3 million people have been killed. Both sides in the conflict have committed human rights abuses; as a result, more civilians, children, women, and men not in the military, have been killed than government or rebel soldiers. International agencies which monitor human rights have criticized both sides for these abuses. Alleged government abuses have included the torture of students and the indiscriminate bombings of civilian populations. Human rights agencies have alleged that the rebel SPLA has imposed taxes on civilians, forced them to carry loads for soldiers, killed massive numbers of civilians and destroyed their homes, and recruited and trained teenage and even younger children for military service. Additional alleged abuses include indiscriminate shooting when towns or villages are taken over in military operations, summary execution, and the stealing of food and livestock, which has led to starvation among the affected people.

Recent reports suggest that both sides are weary of the war and want peace; however, neither side has found a way to say so without appearing weak. John Prendergast, co-coordinator of the Coalition for Peace in the Horn of Africa, has called on the international community to pressure Sudan to resolve the conflict. Specifically, Prendergast makes three suggestions: 1) cut off aid to Sudan; 2) involve community leaders, business leaders, and military commanders in peace talks; and 3) boycott Sudan's exports, which help pay for arms.

Sudan is an agricultural country and agricultural products are the country's primary exports. These include livestock (camels, sheep, and cattle), sesame, peanuts, gum arabic, and cotton, with cotton accounting for 44 percent of all exports. Sudan's principal trading partners include neighboring countries of the Middle East, as well as Britain, the United States, and Germany. Sudan's economy is essentially stagnant,

Source: Press, Robert M. "Sudan Peace Talks Stall, As War Continues Its Toll," The Christian Science Monitor (August 2, 1994): 8.

hindered by high foreign debt, the civil war, a poor transportation infrastructure, and years of drought. The majority of Sudan's people are subsistence farmers, most of whom live in absolute poverty.

In the following activity, you will role play United National officials and Foreign Trade Ministers. In those roles, you explore the complexity of Prendergastic's third suggestion, that Sudan's exports should be boycotted.

ROLE ASSIGNMENT--UNITED NATIONS OFFICIAL

You are United Nations officials from five different countries -some of you represent countries that border Sudan, others of you represent countries that are on different continents altogether. Despite your different places of origin all of you have a common objective- to negotiate an end to Sudan's lingering civil war. The approach you have agreed upon is to convince the trade ministers of five pivotal countries-- Kuwait, Britain, Egypt, Libya, and Saudi Arabia--to boycott Sudan's goods in order to limit Sudan's ability to purchase arms and continue the war. These countries import sugar, cotton, camels, cattle, and sheep respectively from Sudan. Your first task is to write a convincing declaration. In the declaration you should clearly explain what you are asking the ministers to commit to, and, most importantly, to provide them with convincing reasons for committing to the boycott. To write a persuasive declaration you will need to anticipate why they may not want to boycott Sudan's goods. Respond to their likely concerns in the declaration. Your goal is to get each of them to sign your declaration.

ROLE ASSIGNMENT--FOREIGN TRADE MINISTERS**Student One**

You are Kuwait's Foreign Trade Minister. A delegation from the United Nations is preparing a presentation in which they will ask you to boycott Sudan's sugar. They will explain that the Sudanese purchase arms with what they earn from selling sugar to Kuwait. They will ask you to boycott Sudan's sugar in order to reduce Sudan's ability to both purchase arms and to wage war. Your responsibilities are threefold- 1) to determine and represent Kuwait's interests; 2) to negotiate in good faith; and 3) to decide whether to sign the UN officials' declaration.

Student Two

You are Britain's Foreign Trade Minister. A delegation from the United Nations is preparing a presentation in which they will ask you to boycott Sudan's cotton. They will ask you to boycott Sudan's cotton in order to reduce Sudan's ability to both purchase arms and to wage war. Your responsibilities are threefold- 1) to determine and represent Britain's interests; 2) to negotiate in good faith; and 3) to decide whether to sign the UN officials' declaration.

Student Three

You are Egypt's Foreign Trade Minister. A delegation from the United Nations is preparing a presentation in which they will ask you to boycott Sudan's camels. They will explain that the Sudanese purchase arms with what they earn from selling camels to Egypt. They will ask you to boycott Sudan's camels in order to reduce Sudan's ability to both purchase arms and to wage war. Your responsibilities are threefold--1) to determine and represent Egypt's interests; 2) to negotiate in good faith; and 3) to decide whether to sign the UN officials' declaration.

Student Four

You are Libya's Foreign Trade Minister. A delegation from the United Nations is preparing a presentation in which they will ask you to boycott Sudan's cattle. They will explain that the Sudanese purchase arms with what they earn from selling cattle to Libya. They will ask you to boycott Sudan's cattle in order to reduce Sudan's ability to both purchase arms and to wage war. Your responsibilities are threefold- 1) to determine and represent Libya's interests; 2) to negotiate in good faith; and 3) to decide whether to sign the UN officials' declaration.

Student Five

You are Saudi Arabia's Foreign Trade Minister. A delegation from the United Nations is preparing a presentation in which they will ask you to boycott Sudan's sheep and cattle. They will explain that the Sudanese purchase arms with what they earn from selling sheep and cattle to Saudi Arabia. They will ask you to boycott Sudan's sheep and cattle in order to reduce Sudan's ability to both purchase arms and to wage war. Your responsibilities are threefold--1) to determine and represent Saudi Arabia's interests; 2) to negotiate in good faith; and 3) to decide whether to sign the UN officials' declaration.

TEACHER'S GUIDE
CONCEIVABLE ARGUMENTS FOR AND AGAINST THE BOYCOTT

Conceivable Arguments For Boycotting Sudan's Exports

- The nations have a moral obligation to help end the Sudanese peoples' suffering.
- The nations can import their sugar, cotton, camels, cattle, and sheep from other countries.
- It is in the nations' self interest to resolve the conflict. Sudan borders eight countries. The war threatens regional stability and exacerbates the region's refugee problem.
- The nations can develop substitutes for the imported goods. In some cases, they can encourage domestic production as well.
- The nations can simply go without the products until the war is over.

Conceivable Arguments Against Boycotting Sudan's Exports

- Essentially, the conflict is an internal one. Therefore, the boycott can be viewed as an infringement of Sudan's sovereignty/independence.
- Increased demand for any other country's exports to replace good from Sudan will inspire those countries to raise their prices. Therefore, asking the nations to join the boycott is similar to asking them to pay to resolve Sudan's conflict.
- There are no affordable substitutes for the goods, domestic production is impractical, and the goods are indispensable.
- There is no guarantee each nation will agree to boycott Sudan's goods. If one or two countries breaks ranks, arms will continue to be purchased and the war will be prolonged.
- As a result of the boycott, poor people may suffer further economic hardship.

AFRICANS: YESTERDAY AND TODAY

Introduction

The continent of Africa has a long and rich history, dating back as far as the time of the great Egyptian pharaohs, some 3000 years ago. Over the centuries there have been many significant men and women of Africa who have made major contributions to their countries, the continent, and the world. People like Jomo Kenyatta, Yaa Asantewaa, Haile Selassie, Anwar Sadat, Kwame Nkrumah, Nelson Mandela, Chinua Achebe, and others speak to the rich political and cultural human history of Africa. This activity introduces students to some of the many significant individuals who have made substantial contributions to their individual country and the continent, and helps the students to understand the significance of these individuals to Africa and the world.

Objectives

Students will be able to:

- Identify important historical and contemporary Africans.
- Analyze the contributions of various Africans from the perspective of their place and time in history.
- Prepare and deliver a brief presentation on the significant role of various Africans.

Grade Level

7-12

Time

Two class periods (plus some outside research time)

Materials

Handout 26.1, "Africans: Yesterday and Today"
Handout 26.2, "Africans By Name"

Procedure

1. Begin the activity by asking the students to list individuals from Africa with whom they are familiar. Write the names on the board, then ask the students if they can identify the individual's native country and why the person is familiar to them. The list provided by the students might include such names as: Nelson Mandela, Anwar Sadat, Jomo Kenyatta, Y'Assou N'dour, Hakeem Alajuwon, Manute Bol and others. Ask the students why they can identify so few Africans.
2. Provide each student with a copy of Handout 26.2, "Africans By Name," and allow them sufficient time to complete the handout (probably no more than 5-10 minutes). If desirable, allow the students to work in pairs or small groups to collaborate on the handout.
3. Review the handout with the class by providing them with the missing information. An answer key is provided.
4. Provide each student with a copy of Handout 26.1. Ask the students to check the names with which they are familiar. After each student has had an opportunity to share his/her new knowledge with the rest of the class, lead a brief discussion about the various Africans listed by starting with the following questions:
 - How many of the Africans were familiar to you? How much did you know about any of them? Where did you learn of the individuals you did know?

- Were you more familiar with Africans of recent or current history or those associated with past historical events? Why?
- Why do you think so few of them were familiar to you? Are there other Africans with whom you are familiar that were not included in the list? Who? Why are they familiar to you?
- Which of the people listed would you like to learn more about? Why?
- Do the Africans studied come from throughout the continent or a particular area or areas?
- Why do so many of the African political leaders appear during the 1960s?

5. Ask the students to each select one individual from the list (the list is not comprehensive and the students or the teacher may wish to include additional names). Instruct the class that each will be making a 2-5 minute presentation regarding the individual chosen. Inform them that they should be creative in their presentations, and that each should include such vital information as the country, dates, historical significance, etc. For example, a student who received the biography of an African writer might read from the author's work, or a student might make a brief speech which details the political ideas of an African political figure.

6. Conclude the activity by having each student make her/his one minute presentation to the rest of the class. Ask them each to begin by identifying the individual about whom they will be speaking, the country of origin and the dates during which this individual lived. After all of the presentations, allow some time for students to discuss any of the Africans about whom they might like to know more.

Extending the Activity

Create a timeline which includes each of the individuals studied during this exercise, as well as any others about whom the students know something. Mark the dates, the individual's name and a brief description of their historical significance on the timeline. Students can add to the timeline as their study of Africa progresses.

AFRICANS YESTERDAY AND TODAY

POLITICAL LEADERS

Gamal Abdel Nasser, Egypt (1918-1970)

Anwar Sadat, Egypt (1918-1981)

Kwame Nkrumah, Ghana (1909-1972)

Patrice Lumumba, Zaire (1925-1961)

Julius Nyerere, Tanzania

Nelson Mandela, South Africa (1918-)

Jomo Kenyatta, Kenya (c1890-1978)

CULTURAL LEADERS

Chinua Achebe, Nigeria (1930-)

Buchi Emecheta, Nigeria

Olaudah Equiano (c1745-Unknown)

Nuruddin Farah, Somalia

Thomas Mofolo (1877-1948)

Ezekiel Mphahlele, South Africa

S. E. K Mqhayi, South Africa (1875-1945)

Christopher Okigbo, Nigeria

Sembene Ousmane, Senegal

Wole Soyinka, Nigeria

RELIGIOUS LEADERS

Archbishop Desmond Tutu, South Africa

WOMEN IN AFRICA

Queen Hatshepsut

Nefertiti, Egypt (14th century)

Queen Dahia-al Kahina

Queen Ann Nzingha, Angola (? -1663)

Yaa Asantewa, Ghana (late 19th - early 20th century)

AFRICANS BY NAME

Listed below are a number of the many historically significant men and women from the nations of Africa. See how many you can identify by placing an X in the space next to the name if the individual is familiar to you, and writing the individual's native country in the space provided.

- | | |
|----------------------------------|----------------|
| 1. ____ Patrice Lumumba | Country: _____ |
| 2. ____ Anwar Sadat | Country: _____ |
| 3. ____ Muamar Ghadafi | Country: _____ |
| 4. ____ Nelson Mandela | Country: _____ |
| 5. ____ Kwame Nkrumah | Country: _____ |
| 6. ____ Yassou N'Dour | Country: _____ |
| 7. ____ Kenneth Kuanda | Country: _____ |
| 8. ____ Chinua Achebe | Country: _____ |
| 9. ____ Yaa Asantewaa | Country: _____ |
| 10. ____ Idi Amin | Country: _____ |
| 11. ____ Julius Nyrere | Country: _____ |
| 12. ____ Archbishop Desmond Tutu | Country: _____ |
| 13. ____ Dikembe Mutumbo | Country: _____ |
| 14. ____ Haile Selassie | Country: _____ |
| 15. ____ Nefertiti | Country: _____ |
| 16. ____ Boutros Boutros Ghali | Country: _____ |

AFRICANS BY NAME

Answer Key

- | | | |
|----------------------------------|----------|--------------|
| 1. ____ Patrice Lumumba | Country: | Congo |
| 2. ____ Anwar Sadat | Country: | Egypt |
| 3. ____ Muamar Ghadafi | Country: | Libya |
| 4. ____ Nelson Mandela | Country: | South Africa |
| 5. ____ Kwame Nkrumah | Country: | Ghana |
| 6. ____ Yassou N'Dour | Country: | Senegal |
| 7. ____ Kenneth Kuanda | Country: | Zambia |
| 8. ____ Chinua Achebe | Country: | Nigeria |
| 9. ____ Yaa Asantewaa | Country: | Ghana |
| 10. ____ Idi Amin | Country: | Uganda |
| 11. ____ Julius Nyrere | Country: | Tanzania |
| 12. ____ Archbishop Desmond Tutu | Country: | South Africa |
| 13. ____ Dikembe Mutumbo | Country: | Zaire |
| 14. ____ Haille Selassie | Country: | Ethiopia |
| 15. ____ Nefertiti | Country: | Egypt |
| 16. ____ Boutros Boutros Ghali | Country: | Egypt |

ORGANIZATION OF AFRICAN UNITY CONFERENCE

Introduction

In this activity, students will become more aware of global interdependence and the complexities involved in resolving problems that affect more than one nation. Students participate in a simulated conference of the Organization of African Unity (OAU), an organization comprised of the majority of the continental African countries, Madagascar, and other island nations surrounding Africa. Specific issues and problems are given for students to debate and resolve during the conference. This activity presents an excellent way to conclude a unit on Africa, and provides students with a vehicle for demonstrating familiarity with the issues that impact many African countries.

Objectives

Students will be able to:

- Recognize the interdependence of the world's nations.
- Better understand the complexities and far-reaching effects of problems in African nations.
- Understand international organizations, the way in which they function, and their effectiveness.
- Determine what factors result in power or a lack thereof.
- Identify specific problems occurring within and among African nations.
- Assess the value of unified decision-making by African nations.

Grade Level

7-12

Time

Three to eight class periods

Materials

Handout 27.1, "Role Sheet"
Handout 27.2, "Assignment and Research Guide"
Handout 1.3, "Africa Political Map"
Handout 27.3, "Reporter Assignments"
Handout 27.4, "Proposed Agenda"
Name tags
Typewriters/computers (optional)
Handout 27.5, "Text for Chairperson"
Tape

Procedure

Conference Preparation (one to two class periods)

1. Explain to students that they will be roleplaying a member of the Organization of African Unity Council. The purpose of the conference is to solve crisis situations and decide major issues that affect African nations.
2. Seek volunteers or appoint students to the following roles: chairperson, cochairperson, secretary, and three newspaper reporters. Inform the class that these six students will not act as representatives of specific countries.

3. Divide the rest of the students into groups of two and distribute a copy of Handout 27.1, "Role Sheets," to each group. Assignment of countries can be based not only on the list in the handout, but on current events or issues the class has recently studied. Ask the students to list the names of the country representatives as well as the previous roles of chairperson, etc. on the sheet.

4. Distribute Handout 27.2 to each student. Discuss with the class what is expected of them as they prepare for and participate in the O.A.U. conference.

5. Distribute Handout 1.3 to each pair of students, and ask them to locate their country and its immediate neighbors.

6. Distribute a copy of Handout 27.4 to each student so students can research and become familiar with issues to be discussed and the individual countries' likely position on the issues (Issues may vary according to current events, topics studied in class, or class or instructor preference. While real issues are preferred, the instructor may create issues to develop a certain point). Allow students time to read the handout and ask any specific questions. The class as a group should select the specific agenda for the conference.

7. Provide each of the reporters with a copy of Handout 27.3. Give each reporter a name tag on which to write the name of the publication s/he represents. If possible, provide two or three typewriters or word processors on which the reporters can prepare stories, editorials, and news briefs.

8. Instruct the student journalists that their task is to report on the events, issues, proposals, and decisions made during the conference. They may interview council members and report on caucus proceedings during the proceedings. The typewriters or computers should be used right in the conference room and completed reports should be posted on the wall as soon as completed. Encourage all the reporters to write editorials and all students to give interviews. Remind students that because most countries are represented by two members, they should take advantage of this situation. While one member represents a nation at the conference table, the partner can give a statement or interview to the press about a particular issue or topic.

9. Instruct the secretary to take notes on the debate and record the vote on each agenda issue. These votes should also be provided to the journalists for inclusion in an article.

10. Allow the students sufficient time in the library or homework time to meet with their fellow delegate and research the country to which they have been assigned and develop a position on the issues on the final conference agenda. Instruct each pair of delegates that they are to select, and tell the teacher, one issue about which their country would be most interested and prepare a proposal to put before the council on the issue. Make sure all issues are covered by at least one proposal. Inform the students that proposals will be collected on the day of the conference.

The Conference (one to two class periods)

11. On the day of the conference, ask delegates to submit copies of their proposals for the chairperson to read.

12. Have the chairperson call the conference to order and read aloud Handout 27.5 which provides the basic rules for the conference proceedings. The chairperson will then follow the agenda, reading each issue or proposal aloud before opening it to debate. The chairperson and co-chairpersons must decide when a proposal should come to a vote (generally after sufficient debate). Debate should probably not exceed 5 minutes. They also must consider when and whether a caucus should be called to rewrite a proposal or to decide what the vote will be on the proposal. Caucuses can also be called for the purpose of writing a proposal to resolve a problem identified in an issue statement on the agenda. If a new proposal is written, it must be submitted to the chairperson. All proposals must be passed by a three-fourths majority of the delegates present.

13. Once the delegations have submitted, discussed or debated, and voted on all of the various proposals, an in-depth discussion of the conference should be conducted by the instructor. The following questions should be asked, as well as others specific to the individual class situation:

- How realistic was this simulation? In what ways was the conference realistic? Unrealistic? How could it be made more realistic?
- Discuss what made the conference unrealistic. Is there a way for the OAU to enforce decisions and policies it makes? Are these methods effective? Why or why not?
- How were decisions made in the simulation? Were the decisions the correct ones? Why or why not?
- What kinds of negotiations and trades occurred away from the conference table? Is this how things might happen in an actual conference situation?
- Did some nations have more power and influence than others? Why or why not?
- Did relations with other African nations affect decisions? How?
- Did you represent your own interests and conscience or those of the nation you represented? How would these be different?
- How feasible is it for a political representative to vote according to his/her conscience? Is it wise or appropriate to vote according to one's conscience? Why or why not?
- Is it difficult to be the voice for a nation? How does it feel? Does it work?

- Does a nation really speak as one voice? Why or why not?
- How does one promote and represent the interests of a nation?
- What local, national, and global actors (people, nations, and organizations) exert influence over decisions?
- Why do some actors have more impact on decisions than do others? Is such a situation inevitable?
- What are the pressures a statesperson would have to face when representing a nation in an international organization? As you played your roles, did you really feel some or any of those pressures?
- In what ways could a statesperson be torn as to the course of action to follow?
- Discuss your perception of the power of nations as opposed to the power of international organizations such as the OAU and UN.
- Do international organizations like the UN and OAU have power or lack power? In what ways and why? What can they accomplish? What can they not accomplish?
- If international organizations seem to be endowed with little power, then what is their purpose? Can they serve any worthwhile cause? How?
- Do they serve as a forum for debate and discussion? Is that useful?
- What would have to happen in order for the OAU or the UN to enforce their respective policies or resolutions? What are the problems with such enforcement?
- OPEC is an international organization. Is it more influential than an organization like the OAU or the UN? In what ways and why?
- In addition to international organizations such as the OAU and UN, identify other global actors that may influence world events.
- In what ways does trade affect national and global situations?
- What affects the accuracy of information?
- Is there such a thing as objective news? Why or why not?
- Does the source and time from which information came have anything to do with the information's objectivity or accuracy?
- What were some of the frustrations you experienced in trying to obtain information?

15. After the conference and debriefing, ask students to turn in their research, news reports, and editorials.

ROLE SHEET

Member Countries of OAU (1994)

Algeria
 Angola
 Benin
 Botswana
 Burkina Faso
 Burundi
 Cameroon
 Cape Verde
 Central African Republic
 Chad
 Comoros
 Congo
 Djibouti
 Egypt
 Equatorial Guinea
 Eritrea
 Ethiopia
 Gabon
 Gambia
 Guinea
 Guinea Bissau
 Ivory Coast
 Kenya
 Lesotho
 Liberia
 Libya
 Madagascar

Malawi
 Mali
 Mauritania
 Mauritius
 Mozambique
 Namibia
 Niger
 Nigeria
 Rwanda
 Sao Tome and Principe
 Senegal
 Seychelles
 Sierra Leone
 Somalia
 Sudan
 Swaziland
 Tanzania
 Togo
 Tunisia
 Uganda
 Western Sahara (SADR)
 Zaire
 Zambia
 Zimbabwe

Chairperson _____
 Cochairperson _____
 Secretary _____
 Reporters _____

ASSIGNMENT AND RESEARCH GUIDE

Requirements

Delegates assigned to represent a country, must complete the following:

- Prepare one written page of information about the country.
- Become as familiar as possible with the country and the issues to be covered in the conference.
- Select a single issue and draft a proposal to be submitted to the council that addresses that issue.
- Draw a map of the country you represent.
- Make a name tag for your country.

In studying your individual country, research the following information:

1. Historical background (include: enemies, allies)
2. Resources (Which ones? Are they exported or used internally? How valuable are they? Towhom?)
3. Major trading partners and products/extent of debt
4. Military status (size, nuclear power access)
5. Agricultural production/products
6. Population and population trends
7. Infrastructure (transportation, communications, etc.)
8. Major cities and locations
9. Political situation (form of government; status)

All students, including the chairperson cochairperson, secretary, and reporters, should research the issues listed on the conference agenda. Each student will be graded on individual research, participation, and overall behavior. At the conclusion of the conference, each student will have the opportunity to evaluate his/her individual participation, that of other class members, and the value of this activity.

Chairperson, cochairperson, secretary must complete the following:

- Familiarize themselves with the research issues presented in the proposed agenda?
- Select the best proposals from those submitted for each issue to be addressed.
- Research OAU history, organization, structure and prepare one written page on the effectiveness and recommended changes of OAU.

REPORTER ASSIGNMENTS

You will be required to turn in at least three news reports at the end of the conference. Be sure to place your name at the top of each report.

1. You must prepare an editorial, one page typed, on one of the issues, in which you take a position on the issue and defend it. Your position should favor or oppose the position of one of the delegations, and state the reasons for your position.
2. You must prepare a one page paper summarizing an interview conducted with one of the delegates present, and concerning a single specific item on the program agenda.
3. You must write a single page article on one of the agenda items, summarizing the overall issue and describing not only the differing positions on the issue, but also the countries supporting each position.

PROPOSED AGENDA

Representatives will consider issues in each of the following areas as that issue influences relationships at a variety of levels: international, regional, subregional and local. At least one proposal should be submitted for discussion for each issue and discussed by and among the representatives, who may revise, adopt or in any way alter the proposal to achieve a proposal acceptable to a three-fourths majority of the representatives.

Issue 1 - Trade

Suggested Topics:

- Economic trade or commodity blocs (ASEAN, NAFTA, EC, OPEC, etc)
- Availability and accessibility of natural resources
- Comparative advantage and disadvantage
- Dependence on western nations

Sample Proposal:

- Oil producing African countries which produce an oil surplus will sell excess oil to other African countries at a price at least 10 percent below the current market price for such oil.

Issue 2 - Environment

Suggested Topics:

- Deforestation/desertification
- Wildlife preservation (exotic animal markets, poaching, etc.)
- Global warming
- Natural disasters (drought, famine, etc.)

Sample Proposal:

- Rhinoceros horns are cut off live animals to prevent poaching in certain member states. To ensure the survival of the species throughout the continent, it is proposed that this practice be implemented by all member states.

Issue 3 - Technology/Development

Suggested Topics:

- Technology transfer (irrigation system, cable television, etc.)
- Effects of new plant/factory/multinational corporation production
- State vs. multinational corporation involvement
- Appropriate technology; potential sources of investment

Sample Proposal:

- Foreign powers have historically exercised control over natural resources in Africa. It is proposed that the OAU provide assistance to member countries to ensure that resources, including minerals, timber, wildlife, and others, are managed for the sole benefit of the individual country.

Issue 4 - Politics/Government

Suggested Topics:

- Neocolonialism vs. Independence
- National sovereignty
- Territorial integrity/cross-border disputes
- Relationships between government and individuals
- Human rights

Sample Proposal:

- The Mbuti Pygmies living in the Ituri Forest in northeast Zaire, as well as other scattered Pygmy communities throughout the rainforests of the Central African Republic and Cameroon, are threatened by extinction. It is estimated that Pygmies need two and one-half square miles per person for survival. Anthropologists believe that if nothing is done to provide for the survival of these people by the year 2000 there will be no Pygmies left in Africa. It is proposed that sufficient land area be designated as a Pygmy Protected Area and that such area be protected from national or international development efforts to ensure the survival and continuation of the Pygmy people.

Issue 5 - Health

Suggested Topics:

- Population growth
- AIDS
- Endemic disease control (e.g., malaria, bilharzia)

Sample Proposal:

- In some member states, children born of HIV positive parents are being orphaned at an alarming rate. It is proposed that HIV positive adults be prohibited from having children in order to reduce the number of orphaned children and to help control the spread of the disease.

Issue 6 - Cultural

Suggested Topics:

- Effects of the above issues on social, religious, ethnic ties
- Interethnic relations, preservation of cultural identity
- Nationalist vs. ethnic identities
- Education

Sample Proposal:

- Many member nations of the OAU have expressed a need to adopt one language to be learned and spoken by all people throughout Africa. Of all the languages spoken in Africa, four have been determined as the most commonly spoken. Therefore, it is proposed that one of the four should be made the universal language of Africa. A vote shall be taken to adopt one of the following languages: Hausa, Swahili, English, or Arabic as the official language of all member states.

Issue 7 - OAU

Suggested Topics:

- OAU financing; member contributions
- Improved effectiveness of organization
- Relationships with other international organizations
- National Sovereignty vs. collective decision-making

Sample Proposal:

- The charter of the OAU specifies that member states will have co-ordinated policies toward political and diplomatic relations. It is proposed that each member state contribute 5 percent of its GDP to the OAU to provide for development of an all African peacekeeping force to ensure enforcement of proposals adopted by the organization.

NOTE: The individual topics and sample proposals provided above are only suggestions. They can be expanded or altered or revised according to interests.

TEXT FOR CHAIRPERSON

(TO BE READ BY THE CHAIRPERSON the first day of conference only)

The (date) conference of the Organization of African Unity will come to order. (Use gavel.)

This conference is now in session. The secretary will call roll. Answer present when your country's name is called. (Secretary does this).

I will remind council members of the rules governing this conference. No one will speak unless given permission by the chairperson. Two countries may debate at the table if given permission by the chairperson; however, the chairperson will break into the debate or end it if representatives cannot conduct themselves in a proper manner. Please raise your hand and speak only when acknowledged by the chairperson. State your business clearly and concisely and then sit down. Rudeness to the chairperson will not be tolerated. When the chairperson calls for order, it will be enforced immediately. If members of this council should interrupt the order of this conference too often, they will forfeit their votes and will be removed from the table until the next issue is brought forth. When the chairperson grants a caucus, no one has the floor, all members are free to discuss the issues among themselves. A caucus is called when members need time to decide how they will vote on an issue or for members to discuss and present a proposal when the meeting is called to order.

The purpose of this conference is to find solutions to crisis situations and make decisions regarding major issues affecting African nations. The council is authorized to carry out proposals voted on and passed by a majority of council members. All is done in the interest of making a better Africa.

SOURCES

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New York, NY 10012
(212)925-0606

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Catalogs

Africa
Lynne Rienner Publishers
1800 30th St., Suite 314
Boulder, CO 80301

Africa Book Centre Ltd
38 King Street
London England WC2 8JT
Telephone-071-240-6649

African Imprint Library Services
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African Studies-Books-Journals
Indiana University Press
601 North Morton Street
Bloomington, IN 47404-3797

Afrophile. Africa Access Review of K-12 Materials
Africa Access
2204 Quinton Road
Silver Spring, MD 20910
(301) 587-5686

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Development through Self-Reliance, Inc. (videos)
PO Box 281
Columbia, MD 21045
(410) 730-8322 (fax)

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Telephone-071-609-9026

Multicultural Books. Minneapolis, MN:
Lerner Publications Co. and Carolrhoda Books, Inc.
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Minneapolis, MN 55401
(800) 328-4929
(612) 332-3344

Magazines and Periodicals

Africa News, P. O. Box 3851, Durham, NC 27702.
Africa Now, 212 Fifth Avenue, Suite 1409, N. Y., New York 10010
Africa Recovery, DPI, Room S-1061, United Nations, NY 10017
Africa Report, African American Institute, 833 UN Plaza, New York NY 10017
Africa Today, Graduate School of International Studies, Denver, CO 80208
African Arts, University of California, Los Angeles, CA.
African Concord, 5-15 Cromer Street, London, WCIH 8LS, England
Newswatch, 62 Oregon Road, PMB 21499, Ikeja, Nigeria
The Weekly Review, Agip House, P. O. Box 42271, Nairobi, Kenya
West Africa, Holborn Viaduct, London, EC1A 3FD, England
World Eagle, Inc. 111 King Street, Littleton, MA 01460-1527

Series

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464 19th Street
Oakland, CA 94612-2297

Resource Centers

Africa Project
Lou Henry Hoover Room 223
Stanford University
Stanford, CA 94305

African Studies Center
Boston University
270 Bay State Road
Boston, MA 02215
(617) 353-7303 or 353-3673

African Studies Center
University of California
Los Angeles, CA 90024

African Studies Educational
Resource Center
100 International Center
Michigan State University
East Lansing, MI 48823

African Studies Program
Indiana University
Woodburn Hall 221
Bloomington, IN 47405
(812) 335-7587

Statistical Reports

C.I.A., *World Factbook*
U.S. State Department, *Background Notes*
Demographic Yearbook
Population Reference Bureau, *World Population Data Sheet*
The Statesman's Yearbook

African Studies Program
630 Dartmouth
Northwestern University
Evanston, IL 60201

African Studies Program
University of Illinois
1208 W. California, Room 101
Urbana, IL 61801
(217) 333-6335

African Studies Program
1450 Van Hise Hall
University of Wisconsin
Madison, WI 53706

African Studies Program
Center for Strategic and
International Studies
Georgetown University
1800 K Street, N. W.
Washington, D. C. 20006

Center for African Studies
470 Grinter Hall
University of Florida
Gainesville, FL 32611

Council on African Studies
Yale University
P. O. Box 13A, Yale Station
New Haven, CT 06520
(203) 432-3438

Foreign Area Studies
The American University
5010 Wisconsin Avenue, N. W.
Washington, D. C. 20016

Program of African Studies
Northwestern University
620 Library Place
Evanston, IL 60208
(312) 491-7323

Statistical Yearbook
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Teaching Materials

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64 Washburn Avenue
Wellesley, MA 02181
(800)634-3805
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1388 Sutter Street
San Francisco, CA 94109-5452
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ISBN 0-943804-88-4